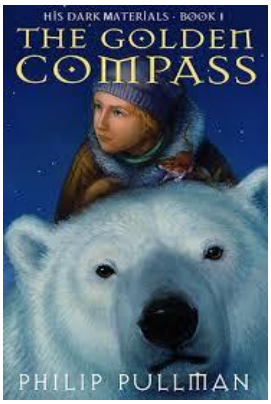
The Golden Compass



ISBN-10	0-440-23813-7
ISBN-13	978-0-440-23813-3
Author	Pullman, Philip
Publisher	Yearling
Copyright	1995
Lexile	930L
Genre	Steampunk
Synopsis	Lyra Belacqua is content to run wild among the scholars of Jodan College, with her daemon familiar always by her side. But the arrival of her fearsome uncle, Lord Asriel, draws her to the heart of a terrible struggle-a struggle born of Gobblers and stolen children, witch clans and armored bears. And as she hurtles toward danger in the cold far North, Lyra never suspects the shocking truth: she alone is destined to win, or to lose, this more-than-mortal battle.
Themes	Innocence, Morality and Ethics
Protagonist	Female
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	**www.scu.edu/character**

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Character Based Literacy Program Lesson Plan *The Golden Compass,* Introduction

Background
The Golden Compass by Philip Pullman is a science fiction style fantasy story tracking the adventures of Lyra Belaqua and her daemon companion *Pan* through their adventures in their world, which is in a parallel universe to ours. Heavy with references to European history, geography, and religion, the novel is a chance to explore the conflicting interests of science and religion in society. It's also a great Heroic Journey story. Although we don't focus on that in Quarter 5, the lesson plans do refer to the heroic journey pattern several times, and you may want to review that theme from Quarter 4 with your students.

Character Map
Ongoing projects include a daemon chart, mapping each character's companion to his or her personality, and a dictionary-style chart recording terms commonly used in Lyra's world.

Social Studies Connection
The background information refers to a wide variety of social science connections, from Christian stories and beliefs, to execution methods, and survival tactics for the Arctic circle.

John Milton's *Paradise Lost* Connection
The Golden Compass is a retelling and an inversion of Paradise Lost by John Milton. Pullman and Milton share the same concerns about religious authority and free will.

Film Connection
The film, starring Nicole Kidman as Mrs. Coulter, does not follow the novel well, was poorly reviewed, and does not adequately reflect the themes of the novel. It is not recommended for use in the classroom.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 1

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Is Oxford College a real place?
Oxford University, in Oxford, England, is made up of 38 separate colleges. As Lyra describes, it started as a number of small colleges springing up in Oxford, starting sometime in the 13th century CE. Jordan College is completely fictional, and not among the Oxford Colleges. However, like Jordan, modern Oxford Colleges typically include a dining hall, library, dormitories, common rooms, and chapel. Many of the buildings, also like Jordan, date back to medieval times, so Lyra's adventures in, below, and above the college can easily be imagined!

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Who is Phillip Pullman?
Philip Pullman**,** in full Philip Nicholas Pullman (born October 19, 1946, Norwich, England) is a British author of novels for children and young adults. He is best known for the trilogy *His Dark Materials* (1995–2000). Pullman was the son of a Royal Air Force officer. His family moved many times during his childhood and settled for some years in Rhodesia (now Zimbabwe). On the long journeys dictated by his father's various postings, he regaled his younger brother with his fantasy tales. After his father died in a plane crash, young Philip was sent back to England to live with his grandparents. Following his mother's remarriage, Pullman joined her and his stepfather in Australia; they all subsequently moved to Harlech, Wales. After studying English at the University of Oxford, Pullman remained resident in Oxford, working as a teacher. Meanwhile, Pullman began writing novels. His first titles—*The Haunted Storm* (1972) and *Galatea* (1976)—were oriented toward an adult audience. In the 1980s and '90s

Pullman began writing many titles for children and young adults, beginning with *Count Karlstein; or, Ride of the Demon Huntsman* (1982). Pullman's Sally Lockhart detective stories, set in Victorian London, were published between 1985 and 1994. *His Dark Materials* was issued between 1995 and 2000. Each book was subsequently adapted into a BBC radio play, and the entire trilogy was adapted into two stage plays and performed at London's National Theatre. *Northern Lights* (1995; also published as *The Golden Compass*, 1996), the first volume of the trilogy, won the 1996 Carnegie Medal in Literature and was adapted into a major motion picture (2007). It was followed by *The Subtle Knife* (1997) and *The Amber Spyglass* (2000). The latter volume won the Whitbread Book Award in 2001. Readers and critics alike considered Pullman a worthy successor to J.R.R. Tolkien, author of *The Lord of the Rings*, and C.S. Lewis, who wrote *The Chronicles of Narnia*. Unlike Lewis, Pullman eschewed religious parable, embracing instead in his work a humanistic morality and grappling with fundamental questions of life and death while the action flowed between several possible worlds.

Among Pullman's other works are *How to Be Cool* (1987), *The Broken Bridge* (1990), *The White Mercedes* (1992; reissued and adapted as the film *The Butterfly Tattoo* [2009]), *The Firework-Maker's Daughter* (1995), *The Scarecrow and the Servant* (2004), and *The Good Man Jesus and the Scoundrel Christ* (2010). *Fairy Tales from the Brothers Grimm: A New English Version* (2012) collected Pullman's retellings of the titular German children's parables. His works were translated into many languages, and Pullman was internationally one of the best-known writers for children at the turn of the 21st century.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

daemon (3)	scholars (6)	contending (9)	apprehension (10)	patronize (12)

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3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 3 - 15

Setting	Characters	Pages
Oxford College, the Scholars' Dining Hall	Lyra, *Pantalaimon*	3-4
Oxford College, the Retiring Room		4
	Lyra, *Pan*, Servant, and the Master	5
	Lyra, *Pan*, the Master	5-6
	Lyra, *Pan*, the Steward	6-7
	Lyra, *Pan*	7-9
	Lyra, *Pan*, the Butler	9
	Lyra, *Pan*, the Butler, Lord Asriel, *Stelmaria*	9-11
	Lyra, *Pan*, Lord Asriel, *Stelmaria*	11-13
	Lyra, *Pan*, Lord Asriel, *Stelmaria*, the Porter	13
	Lyra, *Pan*, Lord Asriel, *Stelmaria*	13-14
	Lyra, *Pan*, Lord Asriel, *Stelmaria*, the Porter	14
	Lyra, *Pan*, Lord Asriel, *Stelmaria*, the Porter, the Butler, Thorold	14-15
	Lyra, *Pan*, Lord Asriel, *Stelmaria*, the Master	15

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lyra, a young girl who lives at Jordon College in Oxford, sneaks into the Masters' Retiring Room, a forbidden place, one evening.
- Lyra, like all people in her world, is accompanied by her daemon – hers is named *Pantalaimon*, or *Pan*, for short.
- Lyra just wants to have a look around the off-limits room, but hides when the Master comes in.
- Lyra observes the Master poisoning a bottle of wine that is intended for her uncle, Lord Asriel.
- Lyra and *Pan* argue about what to do; *Pan* is all for sneaking out, but Lyra insists on staying to warn Lord Asriel.
- Lord Asriel appears, and is very tired, but begins to prepare for a presentation he is going to give that will give the Scholars some important information.
- When Asriel is alone, Lyra jumps out and warns him not to drink the wine.
- Lyra hides again, and Asriel arranges it so it looks like a servant spilled the valuable wine by accident.
- While the servant is looking for something to clean it up, Lord Asriel tells Lyra to

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hide and spy on the Master for him.

- The Master and his guests come into the room to hear what Lord Asriel has to say.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears.

You might start your chart with:

Character	Daemon's Name	Daemon's Form	Character Traits
Lyra	Pantalaimon		
Lord Asriel		Snow leopard	Strong, adventurous...
the Master		Raven	

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
Complete an Open Mind Portrait of Lord Asriel. Do not forget to include his daemon. What is he thinking as he discovers Lyra? What might he be planning next?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What do you think a daemon is? Is this different from the dictionary definition?
2. What does each daemon tell about his comrade's personality?
3. Why do you think the Master wanted to poison Lord Asriel?
4. Should Lyra trust Lord Asriel? Why or why not?
5. What is Asriel preparing to do?
6. In your opinion, which character do you think demonstrates *leadership requires engagement?* Justify your answer.
7. How does the first paragraph of the novel, set the tone for the rest of the story?
8. What do you think Asriel will show the scholars?
9. From the descriptions of the setting, when do you think this story takes place? Today? In the past? In the future? What evidence do you have to support that theory?

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10. If you had a daemon, what form might it take? Explain why?
11. Predict what you think Lord Asriel will say in his presentation.

9. Analyze Analyze the key paragraph.

Key Passage, p. 13

"She couldn't help herself. She tumbled out of the wardrobe and scrambled up to snatch the glass from his hand. The wine flew out, splashing on the edge of the table and the carpet, and then the glass fell and smashed. He seized her wrist and twisted hard.

'Lyra! What the hell are you doing?'" (p. 13).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the paragraph above, the author describes Lyra knocking the glass of wine from Lord Asriel. Lord Asriel is dumpfounded by here behavior and demands an explanation. As Lyra, **write an explanatory paragraph that informs Lord Asriel why you prevented him from drinking the wine. Explain why you were in the Retiring Room in the first place and why you felt obligated to stay.**

In a second informative paragraph, explain whether or not Lyra's actions demonstrate *Leadership requires engagement.* Provide 2-3 reasons to support your statement.

11. Close Close by extending today's lesson to life and the world.

Community Connection

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 2

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who are the Tartars?

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The term Tartars refers to a number of ethnic groups that lived throughout what is now Central Russia, Siberia, Mongolia, and Northern China. Although their origins are not historically clear, tribes knows as the Tartars invaded Europe and China beginning sometime around the 13th century. Many ethnic groups identified as Tartar remain today throughout central Asia. It is likely that the reference in *The Golden Compass* is to Siberian Tartars, due to the references to extreme cold and isolation.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

intrigued (16)	expedition (18)	particles (19)	celestial (22)	lodging (26)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 16 – 29

Setting	Characters	Pages
The Retiring Room	Lyra, *Pan*, Lord Asriel, the Master, the Sub-Rector, the Chaplain, The Scholars, the Cassington Scholar, the Palmerian Professor	16-25
	Lyra, *Pan*, Lord Asriel, *Stelmaria*	25-26
The Master's Lodging	The Master, the Librarian	26-29

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lord Asriel greets the Master and the other Scholars as they enter the Retiring Room.
- It is clear that Lord Asriel is the dominating personality in the room.
- The Master makes a dish called Poppy for the Scholars, and they talk about politics.
- The Master introduces Lord Asriel to the group, and Lord Asriel begins to speak.
- Lord Asriel directs the Master and the Librarian to sit close to Myra's hiding place, and she can hear all they say.
- The Librarian thinks that Asriel is going to ask the college for funds.
- Asriel shows them a mysterious picture of a man and child; glowing particles of something called Dust surround the man.
- Asriel also shows them a picture of the Aurora with Dust coming out of it; in the sky, a city is clearly visible.
- Asriel wants to investigate a theory by Barnard and Stokes that there are parallel worlds.

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- Asriel also produces a containing the head of the explorer, Stanislaus Grumman, which has been scalped, and has a hole in the top of the skull.
- Asriel mentions Iofur Raknison, the king of Svalbard, who has been imitating other cultures.
- One of the scholars, the Palmerian Professor, mentions that Iofur Raknison wants a daemon more than anything else.
- Lyra and *Pan* fall asleep, and are wakened after the vote by Lord Asriel.
- Lord Asriel tells Lyra that the Scholars agreed to support him.
- Lyra wants to go with Asriel on his expedition to the North, but he refuses.
- The Master and the Librarian discuss the night's events.
- The Master tells the Librarian that he is trying to protect Lyra, and a betrayal that she will eventually commit.
- The Master also reveals that Lord Asriel is pitted against something called the Oblation Board, who is run by someone who hates Asriel.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. For example, a chart might look like:

Lyra's Word	**Our Word**
Photogram	Photograph
Anbaric	Electric
Naphtha lamp	
Theologian	

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Story Sketch
Lord Asriel shares three images with the Scholars – two photograms and a box

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containing a significant item. Choose one of the three, and complete a sketch of the item. Replicate the photogram or box from the story, with as many details from the novel as possible.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe the sequence of events from the meeting in the Retiring Room.
2. In your own words, describe Lord Asriel's occupation?
3. What does Asriel hope to discover in the North?
4. What happened to Grummen, at least, according to Asriel?
5. Does the Master approve of Asriel? Why or why not?
6. What does Lord Asriel gain from his presentation to the scholars?
7. Who or what do you think Lyra will betray?
8. If you were Lyra, what would be your next move?
9. What kind of government does Lyra's world have? How do you know?
10. Do you think you would like to live in Lyra's world? Why or why not?

9. Analyze Analyze the key paragraph.

Key Passage, p. 28

"Ah, it's not our field, Charles. As I understand it, the Holy Church teaches that there are two worlds: the world of everything we can see and hear and touch, and another world, the spiritual world of heaven and hell. Barnard and Stokes were two – how shall I put it – renegade theologians who postulated the existence of numerous other worlds like this one, neither heaven nor hell, but material and sinful. They are there, close by, but invisible and unreachable. The Holy Church naturally disapproved of this abominable heresy, and Barnard and Stokes were silenced" (p. 28).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In the key passage, the Master describes the danger of believing differently than the government. Two men who put forth a theory were silenced by the governing body. Although the Master does not say how, he implies that the men were executed or imprisoned.

For centuries in our world, scientists and political thinkers have been "silenced" for proposing theories that disagreed with the prevailing school of thought. Those who fought for their beliefs often died for them.

If you were telling a story, what belief, real or imagined, would you be willing to fight for? Might it be a freedom you think people should have, a form of government, or a religious principle? **Using the Master's description of the Barnard-Stokes theory as a model, write an explanatory paragraph describing your theory or belief. Remember, this does not have to be a real-life theory; it could be something out of your imagination that is part of a story you might write. Explain why you would**

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be willing to fight for your belief.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass,* Day 3

Outcomes for Today

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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

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Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What are catacombs?
A catacomb is a man-made tunnel created for burial. There are a number of famous catacombs around the world, though those in Rome and Paris are probably the most well-known. Bodies of the dead were laid to rest in these tunnels, sometimes in coffins, but often simply wrapped in shrouds and left open to anyone passing by. Lyra's description of catacombs is typical of an ancient catacomb, though the coins representing daemons are obviously unique to her world.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

college (30)	apparatus (31)	aloft (37)	gaunt (39)	partitioned (44)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 30 – 45 (ending after "'...Sorry! Sorry!' to the skulls.")

Setting	Characters	Pages
Jordan College	The Parslow family, the bursar, the clerks, the Concilium	30-31
	Lyra	31
Jordan College's roofs	Lyra, Roger	31-32
	Lyra, Roger, the colleges' children, the gyptians	32-33
Jordan College	Lyra, Lord Asriel	33-35
Limehouse	Tony Makarious	36-37
	Tony, *Ratter,* a beautiful lady, *the lady's monkey daemon*	37-38
A warehouse	Tony, *Ratter*, other children, the lady and *her monkey daemon*	38-40
All over Britain	People	40-41
Jordan College	Lyra, Roger	41-42
Jordan College's cellars		42-43
Jordan College's crypts	Lyra, *Pan,* Roger, *his daemon*	44-45
Lyra's bedroom	Lyra, *Pan*	45
The crypts		

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RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lyra is proud to be form Jordan College, which is the best college at Oxford.
- The College is rich, and owns a lot of land that brings in money to run the college.
- Lyra is supposed to be given lessons by some of the junior Scholars, but she quickly loses interest, and mainly plays on the roofs of the college.
- Lyra and her friends entertain themselves by playing "war" with the other children in town.
- The only time any of the staff really bother with Lyra is when her Uncle Asriel comes to visit, and she must talk to him.
- Lord Asriel tells Lyra that there is as much underground to explore at Jordan College as there is on the roof.
- Children are beginning to disappear all around Britain.
- Tony Makarios is taken by a beautiful woman with a golden monkey daemon.
- The beautiful women convinces children to go with her by telling them they'll be well fed and clothes, and they could write to their families.
- At first, the children aren't missed, because they're either vagrant or from poor families who assume their kids have run away.
- Soon, an urban legend emerges about the child stealers – the Gobblers.
- Lyra and Roger play Kids and Gobblers.
- At Lord Asriel's suggestion, Lyra takes Roger to explore the underground of Jordan College.
- One day, they steal a bottle out of the wine cellar, and get drunk. Roger doesn't like it, but Lyra says she does.
- They also discover the crypts where the Scholars are all buried. All the dead have a plaque or coin representing their daemons.
- One day, Lyra mixes up the coins with the bodies, even though *Pan* gets very upset about it.
- Lyra has a nightmare, and hastily returns to the crypt to return the daemons' coins to their proper bodies.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

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Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Kids and Gobblers
Create a game based on Lyra's idea of Kids and Gobblers. This could be a board game, which you sketch a design for, or a physical game like football, with rules and referees. Write a short description of the rules. Be sure to include the criteria for earning points or winning the game. Also create at least one sketch or diagram showing either the board, or some plays a team might employ to win.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Does Lyra like school? Do you think Lyra a smart person?
2. In your own words, describe Lyra's life like at Oxford?
3. How are Kids and Gobblers related to a game you have played?
4. How does the beautiful lady entice the children of Britain to follow her?
5. Predict what is happening to the children who are being kidnapped?
6. Describe the sequence of events of Lyra and Roger's exploration of the undergrounds of Jordan College.
7. Why does the author include the story about the skulls and the daemon coins? What might this foreshadow?
8. If Lord Asriel is Lyra's only relative, why do you think he leaves her at Jordan College? Is it an appropriate place for a young girl?
9. Describe Lyra's character? Would you like to have her as a friend?
10. Compare and contrast Lyra's world with earth. How are the worlds similar and different?

9. Analyze Analyze the key paragraph.

Key Passage, p. 40

"And so the legend grew of a mysterious group of enchanters who spirited children away. Some said their leader was a beautiful lady, others said a tall man with red eyes, while a third story told of a youth who laughed and sang to his victims so that they followed him like sheep" (p. 40).

EXTEND

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10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Most modern cultures have what are known as "urban legends" - stories that many people believe are true, even though they're based on little more than rumor. In Lyra's world, children start disappearing, and everyone has a story that explains what is happening.

Do you know any urban legends that are popular in your community? If not, create one. **Write an explanitory paragraph that retells an urban legend, or tells an urban legend you've created. Since urban legends are often believable because they include local detail, be sure to include places, people, and landmarks that your peers would recognize. It can be scary, creepy, sad, or funny; the important part is that it seems like a thing that really could – or will – happen!**

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass,* Day 4

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

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audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a gypsy?
The term “gypsy” can refer to any nomadic people who constantly travel through settled areas. In Europe, the term usually refers to the Roma people, who begin to migrate to Europe from Asia sometime in the medieval period. For centuries, the Roma have traveled Europe, sometimes settling in tolerant areas. They have been persecuted, and were, like the Jews, victims of the Holocaust during World War II. Lyra's “gyptians” bear striking resemblance to the Roma in culture, though their method of travel on canal boats is largely an invention of the author.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

canal (47)	grandeur (48)	instinctively (49)	precipitated (51)	ascent (55)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 45 – 58

Setting	Characters	Pages
Jordan College oratory	Lyra, Roger, The Intercessor – Father Heyst	45-46
	Lyra, Father Heyst	46-47
The streets of Oxford	Lyra, Roger, children, Ma Costa, gyptian kids, Simon Parslow	47-49
	Lyra, Roger, children, gyptian kids, Simon Parslow	49-51
	Lyra, Simon	51-52
	Lyra, local children	52-53
	Lyra	53
Jordan College	Lyra, Porter	53-54
Jordan College’s kitchens	Lyra, staff	54
Jordan College roof	Lyra, *Pan*	54-56
Lyra’s room	Lyra, *Pan,* Mrs. Lonsdale	56-57

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Master's lodging	Lyra, Cousins	57
	Lyra, Cousins, the Master, Dame Hanna, visiting Scholars, Mrs. Coulter	57-58

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Emerging from the catacombs one day, Roger and Lyra are caught by Father Heyst.
- Father Heyst sends Roger back to the kitchens, but keeps Lyra and compliments her on her curiosity.
- Father Heysts asks Lyra if she misses having the company of other girls of her social class.
- One day in Oxford, Lyra comes across a gyptian woman, Ma Costa, desperately searching for her missing son.
- Lyra learns that several local children have disappeared, presumably taken by the Gobblers.
- While looking for the local kids, Lyra notices that Roger, too, has disappeared.
- Lyra retreats to the roof, where she vows to *Pan* that she will find Roger and stop the Gobblers.
- Lyra is summoned to the Master's lodging to have dinner with some guests of the college.
- Among the guests is a female scholar from one of the female colleges, and the beautiful Mrs. Coulter.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

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7. Activity Explore the reading more deeply with a visual or oral language activity.

Create Your Daemon
As we have learned in the story, a person's daemon can take on many forms as it grows up. Assuming your daemon hasn't yet "settled," what form do you think it would take today? Draw a picture of your daemon, and write a sentence or two describing why that animal is the perfect one to represent your personality, mood, and character today.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. In your own words, describe Lyra's interaction with Father Heyst.
2. Elaborate on the reasons why Lyra might miss having athe company oth other girls.
3. Why does Father Heyst worry about Lyra being friends with Roger?
4. Do you think Jordan College is an appropriate place for a pre-teen girl to live?
5. How does Lyra respond when she finds out a gyptian child is missing?
6. Predict why the Gobblers are kidnapping children.
7. How do you think a typical child would respond when he or she found out a peer may have been kidnapped? Is Lyra typical?
8. Formulate a plan to help Lyra rescue Roger.
9. What does Lyra's determination to find Roger reveal about her personality?
10. Can you think of a similar period of history where a particular group of people were abducted?
11. What do you think a "severed child" is?
12. Who is Mrs. Coulter? Formulate a theory for Mrs. Coulter's role in the story?

9. Analyze Analyze the key paragraph.

Key Passage, p. 28

"Ma Costa's daemon was wheeling in the bright air above her head, a hawk, fierce yellow eyes snapping this way and that, unblinking. Lyra was frightened. No one worried about a child gone missing for a few hours, certainly not a gyptian: in the tight-knit gyptian boat world, all children were precious and extravagantly loved, and a mother knew that if a child was out of sight, it wouldn't be far from someone else's who would protect it instinctively" (p. 28).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The above paragraph reveals a mother's love, but also the attitude toward children in the gyptian community. Outsiders might see them as uncaring criminals who let their kids do whatever they want, but they are a tight-knit group that look after their own very carefully. Had Billy Costa, a gyptian, not been taken, no one in Oxford may have noticed the missing children, because most of those taken were unloved and

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uncared for.

Write an informative paragraph describing how children are valued in your community, either real or imagined. Are they spoiled rotten? Are they raised to be seen and not heard? Are parents happy to have many kids, or do they prefer only one or two? Are the children in your world strictly controlled, or allowed to do as they please?

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass,* Day 5

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a zeppelin?
A zeppelin is a rigid airship. These are similar to what you know as a blimp. It has a metal frame with a gas bag filled with a lighter-than-air gas, typically helium. Because of the metal frame, zeppelins could be much larger than blimps, and could be used to carry passengers. These were especially popular in the 1920s and 1930s, and were used commercially to carry people in transatlantic flights. Largely due to the advent of large commercial airliners, the zeppelins fell out of use after World War II. In Lyra's world, however, they are still clearly a popular method of transportation.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

disdain (59)	exiled (62)	navigation (63)	relics (68)	surmounted (70)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 59 – 71

Setting	Characters	Pages
The Master's lodging	Lyra, Mrs. Coulter, other guests	59-60
	Lyra, Mrs. Coulter, Dame Hannah, female Scholars	60-61
	Lyra, *Pan,* the Master	61-63
	Lyra, *Pan,* the Master, Mrs. Coulter	63-64
Lyra's bedroom	Lyra, Mrs. Lonsdale	64
the Master's study	Lyra, the Master	64-65
Lyra's bedroom	Lyra, Mrs. Lonsdale	66
a zeppelin on the way to London	Lyra, *Pan*, Mrs. Coulter	

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Mrs. Coulter's flat		67-68
Royal Arctic Institute	Lyra, Mrs. Coulter, Institute members	68
London	Lyra, *Pan*, Mrs. Coulter	68-69
Mrs. Coulter's flat		69
	Lyra, *Pan*	69-71

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- At dinner at the Master's, Lyra instantly likes Mrs. Coulter, and tells her everything about her life.
- Lyra finds out that Mrs. Coulter knows Lord Asriel, and Mrs. Coulter has also been to the North observing the Aurora.
- At the end of the evening, the Master calls Lyra in for a private chat.
- The Master tells Lyra that she can no longer stay at Jordan, that it is time for her to have feminine guidance and a more structured education.
- The Master suggests to Lyra that she go with Mrs. Coulter, and she agrees.
- Early in the morning, the Master calls Lyra to his study secretly, and gives her an instrument called an alethiometer.
- The Master tells her the alethiometer tells the truth, that Lord Asriel gave it to the college years ago, and that she must keep it hidden from anyone's knowledge.
- Lyra's journey to London is exciting, and she enjoys Mrs. Coulter's luxurious flat.
- Mrs. Coulter takes her out to lunch, and buys her fancy clothes.
- After she goes to bed, Lyra and *Pan* look at the alethiometer, but they don't know how to use it or what it might mean.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

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EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Beginning-Middle-End
The Beginning of the novel effectively ends here. Fill in the "beginning" part of a BME chart. You might refer back to quarter 4, and use terms from the Heroic Journey as part of your descriptions.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. In your own words, describe Lyra's first impression of Mrs. Coulter.
2. What prejudice does Lyra have against female scholars?
3. Mrs. Coulter obviously has a talent for making children like and trust her. What about her gives her this power?
4. Why do you think the Master allows Lyra to go with Mrs. Coulter?
5. What do you think would have happened if the Master didn't allow Lyra to go with Mr.s Coulter?
6. Predict what you think the alethiometer is for?
7. How does *Pan* assist Lyra in assessing each new situation?
8. How are attitudes in Lyra's world toward women different from attitudes in our world towards women?
9. How do you think Mrs. Coulter will reveal her true nature to Lyra?
10. What would you do next, in Lyra's situation?

9. Analyze Analyze the key paragraph.

Key Passage, p. 70

"There was no point in asking what that meant. It lay heavily in her hands, the crystal face gleaming, the golden body exquisitely machined. It was very like a clock, or a compass, for there were hands pointing to places around the dial, but instead of the hours or the points of the compass there were several little pictures, each of them painted with extraordinary precision, as if on ivory with the finest and slenderest sable brush. She turned the dial around to look at them all. There was an anchor, an hourglass surmounted by a skull, a chameleon, a bull, a beehive... Thirty-six altogether, and she couldn't even guess what they meant" (p. 70).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Most great adventure stories include an object infused with special meaning or magical powers. Lyra's alethiometer provides the title of the novel – *The Golden Compass* – and is very like Luke's light saber, Dorothy's slippers, or Harry's Nimbus 2000.

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In your adventure story, real-life or imagined, what is your significant object? **Write an explanatory paragraph that describes what the object looks like, feels like, and what it does. How does it make you, or your hero or heroine, stronger and more able to face the task ahead?**

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass,* Day 6

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate

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to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What are the levels of the British aristocracy?
The Golden Compass refers to a number of titles throughout the novel. A simplified hierarchy of titles in Great Britain would be:

Male Title	**Female Equivalent**
King	Queen
Prince	Princess
Duke	Duchess
Marquess	Marchioness
Earl	Countess
Viscount	Viscountess
Baron (Lord)	Baroness (Lady)
Baronet (Sir)	Baronetess (Dame or Lady)
Knight (Sir)	Dame or Lady

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fundamental (72)	perplexing (77)	barges (80)	discreetly (82)	distractedly (85)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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Read p. 72 – 86

Setting	Characters	Pages
London	Lyra, Mrs. Coulter	73-74
Mrs. Coulter's flat	Lyra, *Pan,* Mrs. Coulter*, the golden monkey*	74
Mrs. Colulter's flat, six weeks later		74-77
Mrs. Coulter's flat, during a cocktail party	Lyra, *Pan,* Mrs. Coulter's guests, including a reporter named Adèle Starminster	77-81
	Lyra, *Pan,* Mrs. Coulter, *the golden monkey*	81-82
	Lyra, *Pan, Lord Boreal*	82-84
	Lyra, *Pan,* Mrs. Coulter's guests	84-85
	Lyra, *Pan*	85-86

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- For the next six weeks, Mrs. Coulter teaches Lyra about life in London, and begins to educate her in science as well.
- Mrs. Coulter is not happy when she learns Lyra has heard about Dust.
- Mrs. Coulter decides to have a cocktail party; in the meantime, Lyra is getting frustrated because she thinks they will never go North.
- Just before the party, Mrs. Coulter and Lyra quarrel about a purse Lyra wants to wear, and the golden monkey hurts Pan.
- At the party, Lyra overhears interesting things, and finds out that Mrs. Coulter is involved with the General Oblation Board, which is what she knows as the Gobblers.
- Mrs. Coulter is infuriated to find a journalist present, and throws her out, telling her she'll never work again.
- Pan sees the golden monkey slip into Lyra's room, so they know that Mrs. Coulter will now know about the alethiometer.
- Lyra also overhears that Lord Asriel is imprisoned in Svalbard.
- She decides to run away to the North to help Lord Asriel, and sneaks out of the flat while Mrs. Coulter is distracted from the party.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to,

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or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Lyra's Suitcase Project
Pack a suitcase for Lyra's journey to the North. Choose at least ten things she will need, and don't forget the alethiometer! Also consider what the weather will be like as she travels north, and think about what she might have to face in helping Lord Asriel escape.

- Create a suitcase out of paper, cardboard, or a real box.
- Decorate the suitcase: what might Lyra like to carry?
- For the contents, sketch items yourself, create them out of construction paper, or cut pictures out of magazines.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Lyra learn about the General Oblation Board?
2. Where is Lord Asriel? Why do you think he is there?
3. What are the best adjectives to describe Mrs. Coulter's personality? What descriptive words does the author use to tell us who she really is?
4. How has Lyra been distracted from rescuing her friend Roger?
5. What do you think the General Oblation Board does to children? On what evidence do you base your theory?
6. The reporter asks Lyra why Mrs. Coulter chose her as an assistant: why do you think Mrs. Coulter has taken Lyra?
7. Why does the Golden Monkey hurt Pan?
8. How are people connected to their daemon’s suffering? Why do you think this connection is important?
9. What do you think Lyra will discover about herself, now that she has escaped?
10. At what point is Lyra at now in her Heroic Journey?

9. Analyze Analyze the key paragraph.

Key Passage, p. 81

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"Mrs. Coulter seemed to be charged with some kind of anbaric force. She even smelled different: a hot smell, like heated metal, came off her body. Lyra had felt something of it earlier, but now she was seeing it directed at someone else, and poor Adèle Starminster had no force to resist. Her daemon fell limp on her shoulder and flapped his gorgeous wings once or twice before fainting, and the woman herself seemed to be unable to stand fully upright. Moving in a slight awkward crouch, she made her way through the press of loudly talking guests and out of the drawing room door. She had one hand clutched to her shoulder, holding the swooning daemon in place" (p. 81).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Every story has a villain. In many tales, such as *Snow White* and *101 Dalmatians*, the villain is a lovely yet evil woman. Villains take on all kinds of unique forms, and are not always who we expect.

Pretend you are journalist and write an explanatory article that describes the changes of Mrs. Coulter. Inform your reader of Lyra's first impression of Mrs. Coulter and how her character has changed. Provide two quotes from the novel to support your article's claim.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass,* Day 7

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the subway in London like?
Mrs. Coulter has told Lyra that the Chthonic Railway is “not really intended for people of their class (89.) The London Underground is famous worldwide, and today has over 408 kilometers of track, with 275 stations. It dates back to the first stretch of underground train transport that opened in 1863. Known by many names, the “Tube” allows people to travel all over London inexpensively, and is used by Londoners from all walks of life.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

embankment (87)	fragrance (88)	tainted (89)	lashing (91)	reckoned (95)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 87 – 97

Setting	Characters	Pages
The streets of London	Lyra, *Pan*	87-88
A coffee stall	Lyra, *Pan*, the coffee stall man, a gentleman in a top hat	88-89
The streets of London	Lyra, *Pan*	89-90
London, near a canal	Lyra, *Pan*, men with throwing nets	90-91

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	Lyra, *Pan*, men with throwing nets, gyptian men	91-92
The Costas' boat	Lyra, *Pan*, Tony Costa, Ma Costa	92-93
	Lyra, *Pan*, Ma Costa	93-94
	Lyra, *Pan*, Ma Costa, Tony Costa	94-95
	Lyra, *Pan*, Tony Costa	95-97

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Afraid, Lyra and *Pan* walk through the London streets, staying out of sight and putting distance between them and Mrs. Coulter.
- Lyra has a meal at a coffee stall, and a man in a top hat buys her food for her.
- Lyra tells the man she's waiting for her father, who is a professional murderer.
- As they are looking for someplace to sleep, Lyra and *Pan* are attacked by two men with nets.
- Just as Lyra and *Pan* are caught, the men are attacked and killed by gyptians.
- One of the gyptians, Tony Costa, recognizes Lyra and takes her to his family's boat.
- The next morning, as they travel quickly to London, Lyra tells Tony her story, and he tells her all about the armored bears.
- He also reveals that the gyptians are meeting to discuss what to do about the children captured by the Gobblers.
- Lyra tells him she wants to go to rescue the kids, because she wants to save her friend Roger.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

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7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Profile Chart
Complete a 4g6 Character Profile Chart for Lyra. You now know her well enough to write at least 4 character traits, as well as examples form the story that illustrates those traits.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Based on elements of the story, when would you guess it takes place? Has Lyra thought her plan through when she runs from Mrs. Coulter's?
2. What is the result of Lyra's impulsiveness?
3. What is the significance of the man in the top hat?
4. Why does Lyra choose to lie to the man in the top hat about her father? What does this reveal about her?
5. Are the men with nets after Lyra specifically, or are they just catching random children?
6. What do you think would have happed if the gyptians didn't rescue Lyra?
7. How does Lyra feel about the gyptians? What hints does the author give you of this in the setting of the gyptian boat?
8. What action do you think the gyptians should take to retrieve their children?
9. Does Lyra remind you of anyone you know? Explain how Lyra is related to someone you know or a fictional character.
10. In your own words, what does Lyra learn about the armored bears?

9. Analyze Analyze the key paragraph.

Key Passage, p. 91

"But the fox daemon tore at the cat Pantalaimon, and Lyra felt the pain in her own flesh, and sobbed a great cry has he felt. One man was swiftly lashing cords around her, around her limbs, her throat, body, head, bundling her over and over on the wet ground. She was helpless, exactly like a fly being trussed by a spider. Poor hurt Pan was dragging himself toward her, with the fox daemon worrying his back, and he had no strength left to change, even; and the other man was lying in a puddle, with an arrow through his neck -

The whole world grew still as the man tying the net saw it too.

Pantalaimon sat up and blinked, and then there was a soft thud, and the net man fell choking and gasping right across Lyra, who cried out in horror: that was *blood* gushing out of him!" (p. 91).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's key passage, the author describes a thrilling chase and rescue scene.

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Pretend you are a police officer. Write a report that explains the series of events. **In an informative paragraph, describe who is involved, what happened, and the end result. Provide as many details as possible to help prevent kidnappings in the future.**

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass*, Day 8

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is symbology?
Lyra's alethiometer is read by interpreting symbols on its face. Each symbol can have multiple layers of meaning, and, in her world, is typically interpreted with the help of a library of books. The study of symbols and their meaning is known as symbology. A term made famous by *The DaVinci Code,* symbology encompasses all interpretation of symbols made by cultures for centuries around the world.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

raids (98)	incessant (99)	captive (103)	steadfastness (112)	consult (114)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 98 – 114

Setting	Characters	Pages
The Costas' boat	Lyra, *Pan*, the Costas	98-100
	Lyra, *Pan*, Ma Costa	100-101
	Lyra, *Pan*,Tony Costa	101
The gyptian gathering	Lyra, *Pan*, Ma Costa, gyptians	101-102
	Lyra, *Pan*, Costas, John Faa, other gyptians	102-104

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After the gyptian meeting, in the parley room	Lyra, *Pan*, John Faa, Farder Coram	104-114

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Costas travel cautiously toward the gyptian meeting, keeping Lyra out of sight.
- Once, the police search the boat, and Lyra has to hide.
- They finally reach the Zaal, the center of the gyptian world, and Tony finds out they have arrived just in time for the Roping – an important gyptian meeting.
- Tony has heard rumors that the missing child the authorities are looking for is on a gyptian boat.
- As they head toward the Roping, everyone stares at Lyra.
- At the meeting, John Faa, the lord of the western gyptians, announces that the police are looking for Lyra, and there is a reward, but any gyptian who turns her in will be shunned by the entire community.
- John Faa proposes that they put together a party of men to head North to rescue all the children.
- After the meeting, Lyra meets Lord Faa, and they have a meeting with her, Faa, and Farder Coram.
- Lyra tells her story to Lord Faa and Farder Coram.
- John Faa tells Lyra the true story of her birth: that she is the child of Lord Asriel and Mrs. Coulter.
- Lord Asriel and Mrs. Coulter had an affair, and Asriel killed Mr. Coulter when protecting his daughter against the vengeful husband.
- Lyra then tells them about the alethiometer, and Farder Coram tells her a little about how it works.
- Lyra finds out hat Ma Costa was the woman who took care of her as a baby, and she understands why Ma Costa is so loving toward her.
- Lyra and Ma Costa head back to their boat.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

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Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Story Sketch
Sketch a version of the alethiometer that you would be able to interpret.

- What would it look like? It doesn't have to be a Golden Compass, but can look how you would want.
- Would it have “hands” like Lyra's, or something else?
- Include at least 12 symbols.
- For each symbol, write a one to three sentence description of its meaning.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why are the authorities so intent on finding Lyra?
2. Explain what John Faa propose the gyptians should do about the Gobblers?
3. How does John Faa protect Lyra’s safety?
4. How is John Faa an example of *Leadership requires engagement?*
5. Do the gyptians intend to rescue only their children, or all the children? Why?
6. Who are Lyra's real parents? How doe you think Lyra feels about this new information?
7. Were you surprised to find out the real history between Lyra, Lord Asriel, and Mrs. Coulter?
8. Who do you think cares more about Lyra: Mrs. Coulter or Ma Costa? What makes you believe that?
9. How do you think Lyra will learn to read the alethiometer?
10. What do you think Farder Coram's role in the story?
11. Which gyptian man or woman would you most like to be? Provide two reasons for your choice.

9. Analyze Analyze the key paragraph.

Key Passage, p. 113

“And another concern of the Master is you, child. Bernie Johansen was always clear about that. The Master of Jordan and the other Scholars, they loved you like their own child. They'd do anything to keep you safe, not just because they'd promised to Lord Asriel that they would, but for your own sake. So if the Master gave you up to Mrs. Coulter when he'd promised Lord Asriel he wouldn't, he must have thought you'd be

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safer with her than in Jordan College, in spite of all appearances. And when he set out to poison Lord Asriel, he must have thought that what Lord Asriel was a doing would place all of them in danger, and maybe all of us, too; maybe all the world. I see the Master as a man having terrible choices to make; whatever he chooses will do harm, but maybe if he does the right thing, a little less harm will come about than if he chooses wrong. God preserve me from having to make that sort of choice" (p. 113).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's key passage, John Faa describes some of the terrible choices that the Master of Jordan had to make. He tried to kill Lord Asriel, a man he respects and cares about. He sent Lyra away with a woman he knew might be dangerous. He gave Lyra a valuable artifact that she doesn't know how to use, and could easily lose or misinterpret. Yet he made each of these choices because he believed they were necessary.

In an informative paragraph, descrive the concept of "free will" and "fate." Explain whether or not you believe that life is an outcome of a person's fate or destiny or if life is a result of free will and choice. Describe an experience to support your answer.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass*, Day 9

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when

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useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a Ministry?
A ministry is an advisory department in the executive branch of parlimentary government. Not religious by nature, the name originates from the title of the person who heads the department. For example, the Minister of Education runs the Ministry of Education, and typically will report to the Prime Minister of a country. A ministry is similar to the U.S. concept of a Department. For example, the U.S. has a State Department, run by the Secretary of State.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

rejoiced (115)	muster (118)	gratification (122)	etiquette (126)	hoarse (128)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 115 – 130 (ending after "'We'll have a longer talk when you're feeling better'")

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Setting	Characters	Pages
The gyptian town	Lyra, gyptian children	115-116
	Lyra, Ma Costa	116-117
	Lyra	117-118
The gyptian hall	John Faa, the heads of the gyptian families, gyptians	118-122
	Lyra, Tony, gyptians	122-123
The parley room	Lyra, John Faa, the heads of the gyptian families	123-124
The gyptian town	Lyra, *Pan*, gyptians	125
	Lyra, *Pan,* Farder Coram	125-127
	Lyra, *Pan,* Farder Coram, gyptians, Jacob Hismans	127-130

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- While waiting for Lord Faa to make his decision, Lyra amuses herself by telling stories to the gyptian children and making friends.
- Lyra questions Ma Costa incessantly about the details of her birth and the fight between Mr. Coulter and Lord Asriel.
- Lyra also starts to learn how to read the alethiometer.
- Lord Faa holds another meeting; each gyptian family has donated gold and men to the cause of rescue.
- It is announced that the gyptians' movements are being restricted until they turn Lyra over to the authorities.
- Lord Faa explains who Lyra is, and how her father helped the gyptians over the years.
- Lord Faa starts to organize the expedition.
- Many of the women want to go North, but Lord Faa hasn't decided if he will take any.
- After the meeting, Lyra goes to Lord Faa and asks to be taken along, but he refuses.
- As the gyptians prepare for the meeting, lots of spying is going on.
- Lyra decides to help by learning how to read the alethiometer, and studies hard with Farder Coulter.
- One day, a young man returns injured from a spying mission.
- The spies captured some Gobblers, who told them the kids were being taken north to Lapland.
- The spies also found out that Lord Boreal was involved, but they were killed before they could get close to him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart

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Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
Complete an Open Mind Portrait for Lyra. What is she thinking as she waits for the gyptians to head North? What do you think she is planning? Don't forget to include *Pan*.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Lyra react to the news about her parents?
2. Elaborate on what Lyra learns about her birth and the fight between Mr. Coulter and Lord Asriel.
3. What contribution does Lyra believe she can make to the rescue effort?
4. Do you think John Faa is right in his early decision not to take women on the expedition? Why or why not?
5. What is the role of women in Lyra's world? Is it different in the gyptian culture?
6. How does Lyra read the alethiometer? Do you think she is interpreting it correctly?
7. What do the spies discover? Do you think this information is helpful?
8. What are the tools and strategies required for a rescue operation?
9. If you were Lyra, and Lord Faa had forbidden you from traveling North, what would you do at this point? Explain.
10. Leaders develop and dedicate their talents to promote the common good. How are the gyptians using their time and talents to promote the common good?

9. Analyze Analyze the key paragraph.

Key Passage, p. 126

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"Sophonax was as sleek and healthy and beautiful as Farder Coram was ravaged and weak. He might have been ill, or he might have suffered a crippling blow, but the result was that he could not walk without leaning on two sticks, and he trembled constantly like an aspen leaf. His mind was sharp and clear and powerful, though, and soon Lyra came to love him for his knowledge and for the firm way he directed her" (p. 126).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Farder Coram has become more than a scary old man to Lyra; he is now a friend and mentor. He listens to her, guides her, and shares information with her, even when others don't think it's appropriate for her to hear. Why does he make a great mentor?

Write two explaniory paragraphs describing a mentor in your life. How is your mentor an example of leadership requires engagement? Describe the mentor's physical, emotional, and character traits. Explain the relationship between you or your character and the mentor. Give at least one example of how he or she provided guidance to the person being mentored.

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass*, Day 10

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when

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useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a seer?
Often described as a person who can see the future, seers are common features in science fiction and literature of all genres. However, a seer can also be a person who is good at interpreting events, maps, or symbols. In *The Golden Compass*, Lyra becomes a seer of sorts because she can use the alethiometer to predict the future, see the past, and help guide her companions in the correct direction.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

whirling (131)	despondency (132)	fretful (134)	exulted (135)	inverting (138)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 130 – 140

Setting	Characters	Pages

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The gyptian town	Farder Coram, Lyra	130
	Lyra, *Pan*	130-131
	Lyra, *Pan,* John Faa, Farder Coram, gyptian leaders	131-132
A gyptian boat	Lyra, *Pan*	132-133
	Lyra, *Pan*, Farder Coram	133-135
Outside on the boat	Lyra, *Pan,* Farder Coram, gyptian tiller man	135-136
Inside the gyptian Boat	Lyra, *Pan,* Farder Coram	136-139
Colby, the new gyptian ship	Lyra, *Pan,* Farder Coram, John Faa, gyptians	139-140

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lyra and *Pan* argue about what could be helping her read the alethiometer.
- Lyra thinks that spirits are guiding the alethiometer, but *Pan* thinks it might be elementary particles.
- John Faa calls Lyra, and tells her that he will take her north, because they need her and the alethiometer to help guide them.
- They start to travel, and rumors spread all over the country about Lyra.
- As the days pass, she gets better and better at reading the alethiometer.
- One day, Farder Coram allows Lyra to go above deck, but they are spotted by some kind of mechanical flying spying devices.
- One escapes, but Lyra and Farder Coram capture the other and lock it in a box.
- They arrive in Colby, where a ship is waiting to take them North.
- Lyra and the gyptians leave England, and are now heading North.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

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EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

6g6 Venn Diagram Chart
Lyra and her daemon, *Pan*, are very different characters in the novel. Create a Venn Diagram comparing the two. How are they similar? How are the different? On what points do they disagree?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does John Faa decide to take Lyra on the journey?
2. At first, what is the journey like for Lyra? Does she enjoy it?
3. How does Lyra read the alethiometer? Have you ever had a similar talent or experience that you couldn't quite explain?
4. What will happen now that Lyra has been spotted by a flying spying device?
5. Where do you think the flying spying devices came from? Who do you think sent them? What information do you think they are trying to collect?
6. What will the benefits be of taking Lyra along? The disadvantages?
7. On a heroic journey, a heroine is usually separated from her friends... how do you think Lyra will be separated from the gyptians?
8. Do you believe Lyra is using her time and talent to promote the common good? Why or why not?
9. If you had an alethiometer, what would you use it for? Would you want to know something about the past or the future? Explain why?
10. Predict what will happen to Lyra during their journey North.

9. Analyze Analyze the key paragraph.

Key Passage, p. 140

"Lyra being the only female on board (for John Faa had decided against taking women, after much thought), she had a cabin to herself. Not a grand cabin, to be sure; in fact, little more than a closet with a bunk and a scuttle, which was the proper name for a porthole. She stowed her few things in the drawer below the bunk and ran up excitedly to lean over the rail and watch England vanish behind, only to find that most of England had vanished in the midst before she got there" (p. 140).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lyra has reached another turning point in her journey. Not only has she left the safe confines of Oxford, she is now leaving the country that she knows and loves. Pretend you are Lyra. Write a journal entry to describe your journey since you've left

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Oxford. **Include an informative paragraph that details why you are heading North. Ensure your journal entry includes your friends and foes of your journey.**

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan
The Golden Compass, Day 11

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections

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and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Where is Lapland?
The rumor is that the Gobblers are keeping the kidnapped children in Lapland. This is a real region in Scandinavia, primarily in Finland. Though populated in our world, and a popular summer holiday destination, it is evidently a completely desolate and isolated place in Lyra's world.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

neutrality (143)	consul (145)	queries (148)	inelegantly (151)	incomprehensible (153)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 143 – 159

Setting	Characters	Pages

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The gyptian ship	John Faa, Lyra, Farder Coram, gyptians	145-146
	Lyra, *Pan*, a seaman	146-147
The gyptian ship, near land	Lyra, *Pan*	147-148
Trollesund, in Lapland	Lyra, *Pan,* Farder Coram	148
The house of the witch consul	Lyra, *Pan,* Farder Coram, Dr. Lanselius	148-153
	Farder Coram, Dr. Lanselius	153-155
	Lyra, *Pan,* Farder Coram, Dr. Lanselius	155
Trollesund	Lyra, *Pan,* Farder Coram	155-157
Behind Einarsson's Bar, Trollesund	Lyra, *Pan,* Farder Coram, Iorek Byrnison	157-159

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The gyptians decide to put in at Trollesund, to gain the support or neutrality of the locals before searching for the Gobblers.
- Farder Coram describes how the witches owe him, because he once saved their queen.
- Witches' daemons can fly far away from them.
- Lyra worries that *Pan* will like being a dolphin so much that he settles that way, and hears a story from a sailor who knew someone who had a dolphin daemon.
- The sailor also mentions that your daemon reveals what kind of person you are.
- In Trollesund, Lyra and Farder Coram go to see the witch consul, Dr. Lanselius.
- Farder Coram asks the consul to get in touch with Serafina Pekkala, the witch he saved.
- They also inquire about the Gobblers, and Dr. Lanselius confirms that they have been through town.
- Dr. Lanselius also advises them to hire an armored bear who is currently in town.
- They show him the alethiometer, and the consul asks Lyra several questions, and sends her out to test her.
- While she is outside, the consul tells Farder Coram that Lyra has a great destiny to make a choice that will save everyone.
- They meet John Faa, who tells them they've hired an aeronaut with a balloon.
- Farder Coram and Lyra go to look for the armored bear.
- Iorek Byrnison agrees to help them, but only if they can get his armor back from the local people.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a

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chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Choose your Daemon
Although people in Lyra's world don't get to choose their daemons, you have a chance to choose yours now. Since you are either nearing or have already entered adolescence, it is time for your daemon to settle. Create a sketch of the animal that you feel represents your character. Write a short paragraph explaining why this animal best represents who you are.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does John Faa feel it's necessary to gain the support of the people in Trollesund?
2. What obligation do the witches of Lapland owe to Farder Coram?
3. What does the consul reveal about the Gobblers? About Lyra? About the witches?
4. What does Lyra think about the witch consul?
5. How would you describe Iorek Byrnison and his character?
6. Does Iorek Byrnison remind you of any other creates or characters in film or literature? Why?
7. Why do you think Farder Coram and Lyra don't answer Iorek Byrnison right away, as Lyra could probably ask the alethiometer about the armor right them?
8. What is the advantage of finding the armor for Iorek? What would be the disadvantages?
9. If you were Lyra, what would you do right now?
10. If you were John Faa, would your decision be any different?

9. Analyze Analyze the key paragraph.

Key Passage, p. 159

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"I know the people you are seeking, the child cutters," the bear said. "They left town the day before yesterday to go north with more children. No one will tell you about them; they pretend not to see, because the child cutters bring money and business. Now, I don't like the child cutters, so I shall answer you politely. I stay here and drink spirits because the men here took my armor away, and without that, I can hunt seals but I can't go to war; and I am an armored bear; ware is the sea I swim in and the air I breathe. The men of this town gave me spirits and let me drink till I was asleep, and then they took my armor away from me. If I knew where they keep it, I would tear down the town to get it back. If you want my service, the price is this: get me back my armor. Do that, and I shall serve you in your campaign, either until I am dead or until you have a victory. The price is my armor. I want it back, and then I shall never need spirits again" (p. 159).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Some allies join the hero for ethical reasons; others have motives of their own for joining a cause. Iorek clearly falls into the latter category. Although he does not like the Gobblers, who he refers to as the "child cutters," he will not fight them without payment.

Ethically, is this the right thing to do? Do you think that this might be because he donsent' have a daemons?

Pretend you are Lyra, and explain to Iorek that he should join the fight whether or not he has his armor**. In an informative paragraph explain that *leadership ensures that the communities I am part of are better because I am in them.* Explain how Iorek should use his time and talent to promote the common good. How might Iorek be recognized for not taking payment up front?**

11. Close Close by extending today's lesson to life and the world.

Community Connection

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 12

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What are the Northern Lights?
The Aurora is referred to throughout *The Golden Compass*, and Lord Asriel's theory is that it is the gateway to other worlds. This real-life phenomenon has been the center of myth and legend for thousands of years. This is a fantastic light display that appears at both the northern and southern magnetic poles. The Northern Lights, or *Aurora borealis*, are typically more easily viewed than the Southern Lights, or *Aurora australis*, because there are habitable land masses closer to the magnetic pole.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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conceivable (161)	obligation(163)	rampaging (166)	indignant (175)	disembarked (177)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 160 – 178

Setting	Characters	Pages
The gyptian ship	Lyra, *Pan*	160-162
	Lyra, *Pan, Kaisa*	162
	Lyra, Pan, Farder Coram, John Faa, Kaisa	162-168
	Lyra, *Pan,* Tony Costa, the gyptians	168
	Lyra, *Pan,* Tony Costa, the gyptians, Lee Scoresby, *Hester* (Lee's daemon)	168-170
On land, in the town	Lyra, *Pan,* Iorek Byrnison	170-173
	Lyra, *Pan*, Iorek Byrnison, townspeople, gyptians	173
The priest's house		173-175
Near the harbor	Lyra, *Pan*, Tony Costa	175176
	Lyra, *Pan*, townspeople, gyptians, Lee Scoresby	176
	Lyra, *Pan*, Iorek Byrnison, townspeople, gyptians, Lee Scoresby	176-177
	Lyra, *Pan*, Iorek Byrnison, gyptians, Lee Scoresby, Lord Faa, Farder Coram	177-178

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Before she goes to sleep, Lyra consults the alethiometer and finds out where Iorek Byrnison's armor is hidden.
- When she wakes up, on the deck, she sees Serafina Pekkala's daemon, Kaisa, flying toward the ship.
- Kaisa has come to lead the gyptians to the child stealers.
- Kaisa also tells Lyra and Farder Coram that Lord Asriel is going to use the Dust to open a door into another world.
- Farder Coram tells Lyra that Iorek Byrnison is a rogue bear who has killed many people.
- Lyra falls asleep, when she awakes, she finds out that the gyptian leaders have gone to talk to the townspeople about returning the armor.
- Lyra meets Lee Scoresby, who is a friend of Iorek's.
- Lee encourages Lyra to go to Iorek right away and tell him where his armor is

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hidden, before the townspeople move it.
- Though she is afraid, Lyra tells Iorek where the armor is, and he immediately goes to the priest's house to get it.
- Lyra prevents Iorek from killing anyone, and Iorek goes to the harbor, takes off his armor, and dives in.
- Lee Scoresby prevents the townspeople from taking the armor again, and Iorek lubricates it with seal blubber.
- The expedition heads northward, toward the child hunters.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

5g6 Character Interaction Chart
Complete a 5g6 Character Interaction Chart for Lyra, Lee, and Iorek. These three are very different individuals, yet will become the closest of allies in the next portion of the novel.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions
1. Why is Lyra afraid of Serafina Pekkala's daemon?
2. Elaborate on how Farder Coram that Lord Asriel will use Dust.
3. What is the witch queen's motive for helping the gyptians and Lyra?
4. What are the dangers the gyptians face if they free Iorek Byrnison?
5. How did the gyptian leaders demonstrate *leadership requires engagement?*
6. Why does Lyra choose to tell the bear where the armor is?
7. Who do you think was in the right, Iorek or the townspeople?

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8. Why does Lee Scoresby help Iorek?
9. What does the acquisition of Scoresby and Byrnison mean for the success of the expedition?
10. What obstacles do you think Lyra will face next?

9. Analyze Analyze the key paragraph.

Key Passage, p. 174-5

"Without even thinking, she darted forward and put her hand on the one vulnerable spot in the bear's armor, the gap that appeared between the helmet and the great plate over his shoulders when he bent his head, where she could see the yellow-white fur dimly between the rusty edges of metal. She dug her fingers in, and Pantalaimon instantly flew to the same spot and became a wildcat, crouched to defend her; but Iorek Byrnison was still, and the riflemen held their fire.

'Lorek!' she said in a fierce undertone. 'Listen! You owe me a debt, right. Well now you can repay it. Do as I ask. Don't fight these men. Just turn around and walk away with me. We want you, Iorek, you can't stay here. Just come down to the harbor with me and don't even look back. Fader Coram and Lord Faa, let them do the talking, they'll make it all right. Leave go this man and come away with me....'" (p. 174-175).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lyra is not a coward, nor is Iorek Byrnison. Both are experienced fighters. However, in this situation, Lyra realizes that the smart thing to do is walk away, as a fight will not solve the problem, or allow them to complete their journey.

Sometimes it is hard to fight, but harder not to. **Write an informative paragraph detailing a situation when it was best for you to walk away from a fight. What created the conflict? What would be the result of a fight? What would be the best outcome? Why did you choose to walk away? Why is that so difficult?**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 13

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Where and how do polar bears live?
In our world, the white bears of the North don't wear armor, don't work with metal, and certainly don't talk! Unlike the happy bears playing with penguins in TV commercials, real polar bears only live in the Northern Hemisphere. Specifically, they live in the arctic. Polar bears hunt in the water, primarily, eating seals and other aquatic animals.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

glimmer (183)	gesticulating (185)	severed (187)	revulsion (189)	cremate (192)

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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 179 – 192

Setting	Characters	Pages
The road to Bolvanger	Lyra, *Pan,* Lord Faa, Farder Coram, Byrnison, Scoresby, gyptians	179-182
In the North, away from the gyptian expedition	Lyra, *Pan*, Iorek Byrnison	182-185
A Northern village	Lyra, *Pan,* Iorek, a village man	185-187
	Lyra, *Pan*, Iorek, a severed child	187
	Lyra, *Pan*, Iorek, Tony Makarios	188-189
	Lyra, *Pan*, Iorek, Tony, villagers	189
In the North, away from the gyptian expedition	Lyra, *Pan*, Iorek, Tony	189-190
The road to Bolvanger, with the gyptians	Lyra, *Pan*, Iorek, Tony, the gyptians	190-191
	Lyra, *Pan*, Farder Coram	191-192

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- On the road to Bolvanger, Lyra consults the alethiometer.
- The alethiometer tells Lyra about the defenses at Bolvanger, and that there is a lost child or a ghost in a village nearby.
- Lyra asks that Iorek Byrnison take her to see the child, and the two set off for a nearby village.
- On the way, Lyra and Iorek see an army of witches flying toward the north.
- When they arrive at the village, they find a villager who is terrified of a strange child in the village, and wants them to take the child away.
- Lyra and *Pan* are afraid to enter the building where the child is.
- A man comes toward them and tells them there are many such children, but most of them die.
- When Lyra finally enters the shed, she finds that the child's daemon has been cut away.
- The boy is Tony Makarios, and he asks repeatedly if they have his *Ratter*.
- Iorek takes Lyra and Tony back to the gyptians, where she immediately falls asleep.
- When she awakes, Farder Coram tells Lyra that Tony died in the night, and they will soon cremate him.

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6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
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Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
Create an open mind portrait of Tony Makarios when Lyra finds him in the shed. Remember, he no longer has a daemon.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How is Bolvanger being guarded; are they expecting an attack?
2. What does their attitude toward security reflect about the people in Bolvanger?
3. Why does Lyra insist on traveling to the village to find the child or the ghost the alethiometer tells her about?
4. Do you think Lyra is demonstrating the theme *leadership requires engagement?* Why or why not?
5. What did you think Lyra would find in the shed?
6. Why are the villagers so frightened of the child in the shed?
7. What is a severed child?
8. What do you think is the benefit to the Gobblers of intercision?
9. How is intercision related to the separation of the soul from the body?
10. Do you think intercision is wrong? Why or why not?
11. What is the closest thing in our world to a severed child that you can think of?

9. Analyze Analyze the key paragraph.

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Key Passage, p. 106

"The little boy was huddled against the wood drying rack where hung row upon row of gutted fish, all as stiff as boards. He was clutching a piece of fish to him as Lyra was clutching Pantalaimon, with her left hand, hard, against her heart; but that was all he had, a piece of dried fish; because he had no daemon at all. The Gobblers had cut it away. That was *intercision*, and this was a severed child" (p. 106).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's key passage, the author describes the horror Lyra and others feel when they see their first severed child. To them, there is no more frightening image or creature they can imagine.

Pretend you are a reporter from Bolvanger. Write an article that explains Lyra's journey to the near by village. **In an informative paragraph, explain the village's thoughts on the little boy. Why did village people want Lyra to take the boy away? Describe what Lyra finds when she enters the shed. Who is the boy and what becomes of him?**

11. Close Close by extending today's lesson to life and the world.

Community Connection

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 14

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

How does a balloon work?
Lee Scoresby earns his living by flying a hot air balloon, sometimes using it in battle. A hot air balloon is typically a large fabric casing filled with helium, with a basket attached at the bottom. Since the gas is lighter than the air in our atmosphere, the balloon will rise and fall depending on how much helium is in the balloon, and how much weight is

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in the basket. Not easily steered, a balloon is often dependent on a favorable wind to get it to the right place.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

pardon (193)	tundra (194)	wielding (198)	disquieting (199)	initiation (201)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 192 – 201

Setting	Characters	Pages
On the road to Bolvanger	Lyra, *Pan,* Farder Coram, gyptians, Lee Scoresby, Iorek	192-201

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lyra goes to see the body of little Tony Makarios.
- She is angry, because someone has taken his fish away and fed it to his dogs.
- Lyra scratched *Ratter*'s name on a gold coin, and put the coin in the body's mouth, to represent his lost daemon.
- After the cremation, the expedition gets underway again.
- Lyra has Iorek Byrnison make the spying creature in it's box into a metal object the same size and shape as the alethiometer.
- Iorek tells Lyra about his home in Svalbard.
- Iorek was exiled because he killed another bear, and his armor was taken away at the same time.
- An armor is like a bear's soul; and Iorek was able to fashion himself a new set of armor.
- Iorek tells Lyra that armored bears can't be tricked or defeated, and he has her try to attack him to prove it.
- Lyra then talks to Lee, and learns about his balloon.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart

Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's

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name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Eulogy
Pretend you are Lyra. If you had more time, and Tony were being properly buried, what would you say at his funeral? Write a short eulogy for Tony. Alternately, design a tombstone with a special quote or graphic representing Tony. Don't forget his daemon.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Lyra so angry that Tony's fish was taken from him?
2. What happens to daemons when people die?
3. How does Lyra try to honor Tony's death? What do you this says about her character.
4. Why do you think Lyra has Iorek put the mechanical spy into a metal box the same size as the alethiometer?
5. Why was Iorek banned from his home at Svalbard?
6. Describe Iorek's leadership style. Do you think he is an example of *leadership requires engagement?* Why or why not?
7. Was Iorek's punishment just?
8. How is a soul related to a bear's armor?
9. Explain why bears cannont be tricked.
10. What does Lee tell Lyra about Grumman and the Tartars?
11. What do you think Lyra is planning to do next?

9. Analyze Analyze the key paragraph.

Key Passage, p. 201

"'It might not have been Grumman's head,' said Lee Scoresby. 'Your father might have been misleading the Scholars.'

'I suppose he might,' said Lyra thoughtfully. 'He *was* asking them for money.'

'And when they saw the head, they gave him the money.'

'Yeah.'

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‘Good trick to play. People are shocked when they see a thing like that; they don't like to look too close.’

‘Especially Scholars,’ said Lyra” (p. 201).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Lyra learns about lorek’s home in Svalbard. Pretend you are Lyra. Write a journal entry that details what you have learned bout lorek. **In an informative paragraph, explain why lorek was exiled, why his armor taken away, and why his armor so important to him. Explain what lorek has done since he has been exiled. Conclude with some advice you would give lorek.**

11. Close Close by extending today’s lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 15

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Why is the nurse referred to as "sister?"
It is only in the modern age that "regular" women began going into nursing. Prior to that, nurses were either men, or, regularly, nuns. This was because the first hospitals were funded and run by churches. Most women didn't have the education or time to work outside the home: they were caring for husbands and families. Nuns, on the other hand,

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were well-educated for their time, and didn't have homes to run. They could devote themselves to other work, such as nursing. Though Lyra's story takes place in the modern age, many elements, especially in regards to women, reflect our society of several hundred years ago.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

meticulous (202)	nourishment (206)	lacked (209)	resentment (210)	subdued (214)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 202 – 216

Setting	Characters	Pages
On the road to Bolvanger	Lyra, *Pan*, gyptians, Iorek, Lee	202
	Lyra, *Pan*, gyptians, Iorek, Lee, unknown attackers	202-204
	Lyra, *Pan*, her kidnappers	204-206
Bolvanger	Lyra, *Pan,* her kidnappers, a man from Bolvanger	206-208
	Lyra, *Pan,* Bolvanger staff	208-209
	Lyra, *Pan*, Sister Clara	209-211
	Lyra, *Pan*, Sister Clara, Bolvanger man	212-213
	Lyra, *Pan*, three girls—Annie, Bella, and Martha	213-216

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The gyptian expedition continues its journey, but the leaders and Lyra are increasingly nervous that Mrs. Coulter hasn't come after them yet.
- They are attacked very suddenly, and Lyra is caught by some unknown attackers.
- After getting away, the kidnappers question Lyra; she lies about her name and what she is doing in the northern wilderness.
- They take her to Bolvanger, and are paid by a man who again asks questions.
- The man, a doctor, has a nurse take Lyra to be bathed and fed.
- Lyra is afraid of Sister Clara's daemon, though she doesn't know why.
- The doctor asks Lyra about her companions, and she again lies and says they were just traders.
- Lyra wakes up to find three girls around her, who give her information about where they are.

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- The girls, Bella, Annie, and Martha tell her that the children are measured for Dust regularly, and that many disappear when Mrs. Coulter arrives.
- Lyra also finds out that Mrs. Coulter is coming the day after tomorrow.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
Choose one of the staff members at Bolvanger, and create an open mind portrait of that person as he or she greets Lyra and processes her into their community.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who attacks the gyptian expedition?
2. Why do the men kidnap Lyra? What is their motivation for kidnapping Lyra?
3. In your own words, describe what happens to Lyra after she is kidnapped?
4. Why does Lyra choose to lie? Do you think this was a good choice? Why or why not?
5. What would you have done if you were Lyra?
6. Why does the daemon of the nurse, Sister Clara, frighten Lyra?
7. What does Lyra learn from the other children?
8. Why do you think can be learned from Dust?
9. What is the importance of listening to rumor when you are trying to learn fact?
10. Who is Lyra most afraid of? Why?
11. Predict what will happen when Mrs. Coulter returns.

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9. Analyze Analyze the key paragraph.

Key Passage, p. 209

"She was half expecting questions about where she had come from and how she had arrived, and she was preparing answers; but it wasn't only imagination the nurse lacked, it was curiosity as well. Bolvanger might have been on the outskirts of London, and children might have been arriving all the time, for all the interest Sister Clara seemed to show. Her pert neat little daemon trotted along at her heels just as brisk and bland as she was" (p. 209).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lyra is surprised by the lack of interest the adults at Bolvanger show in her and her background. They don't ask too many questions, and seem to accept whatever she says. Though we see Sister Clara briefly, the author paints a convincing picture of someone who is not quite "right." Pretend you are Lyra and write a letter to the gyptians. Let them know that you are safe and unharmed. **Write an explanatory paragraph that describes where the kiddnappers have taken you. Inform the gyptians of the Dust experiments taking place. Lastly, explain the character and behavior of the adults at Bolvanger. Explain how they acted so differently from the curious children she grew up with in Oxford.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 16

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the history of orphaned children in literature?
Lyra isn't precisely orphaned, though she grew up thinking she was. Similarly, most of the other children at Bolvanger have parents. However, all, with the possible exception of Tony Costa, are "orphans" in the sense that they belong to a marginalized group of society where lost children are not taken seriously. Therefore, the adults involved are able to abuse them in ways that traditional parents would not allow.

The abuse of an orphaned child is an oft-used theme in literature. Charles Dickens' *Oliver,* L.M. Montgomery's *Anne of Green Gables*, F.L. Baum's *Dorothy Gale*, and, more

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recently, J.K. Rowling's *Harry Potter* are all children who are poorly treated in their childhoods because they don't have parents in their lives to protect them. This is an especially common theme in Heroic Journey stories, as the hero or heroine's Ordinary World is not a pleasant one for them initially. In this vein, Lyra fits the mold exactly!

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

clustered (220)	languidly (224)	maelstrom (225)	sanctuary (227)	nudged (229)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 217 – 231

Setting	Characters	Pages
Bolvanger	Lyra, *Pan*	217
	Lyra, *Pan*, Roger, *Salcilia*, other children, Bolvanger staff	218-221
	-Lyra, *Pan*, Billy Costa, Roger, other children, Bolvanger staff	221-223
	Lyra, *Pan*, doctor, nurse	223-225
Outside at Bolvanger	Lyra, *Pan,* other children, staff	225-226
	Lyra, *Pan*, Roger, *Kaisa*	226-227
In a forbidden laboratory, at Bolvanger	Lyra, *Pan*, *Kaisa,* severed daemons	227-229
Outside, at Bolvanger	Lyra, *Pan*, Roger, Billy Costa	229-230
	Lyra, *Pan*, Roger, Billy Costa, children	230-231
	Lyra, *Pan*, children, Bolvanger staff, Mrs. Coulter and the monkey daemon	231

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lyra is confident that the gyptians, Lee, and Iorek will be there to rescue them soon.
- Bolvanger has lots of things for the kids to do, and time passes quickly.
- Lyra hears some kids talking about Tony.
- Lyra finds out that the nurse told Tony he was going to have a tiny cut that would make his daemon settle, then he would be grown up.
- Lyra talks to Billy Costa, and tells him that the gyptians are coming to rescue them.

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- Roger shows Lyra a hiding place in the ceiling.
- Lyra and the other children are tested for Dust, and she asks the doctor about the tests.
- While they are talking, the fire alarm goes off, and everyone must go outside.
- Lyra uses the opportunity to look around.
- *Kaisa* arrives to tell Lyra the gyptians are a day away.
- Together, they enter a room marked “entry strictly forbidden' and find many cages containing severed daemons.
- They free the daemons, and *Kaisa* gets ready to take them to reunite them with the children who lost them.
- As they start to head back inside, Lyra tells Roger and Billy to let all the children know that the escape will take place the next time the fire bell rings.
- Just as they are about to go in, a zeppelin arrives carrying Mrs. Coulter.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Story Sketch
Create a story sketch for the scene in which Lyra, *Pan*, and *Kaisa* release the trapped daemons from their cages.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What, exactly, do the doctors and nurses do to Lyra?
2. Why do they not sever Lyra and *Pan* right away?
3. How did the other children find out about *intercision*?

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4. How do the staff explain *intercision* to children who are about to undergo the procedure?
5. How do the staff at Bolvanger keep the children calm and orderly? Do you think this would this work for you and your friends?
6. Explain what Lyra learns about Toney.
7. What do Lyra and *Kaisa* find in the forbidden room, and what do they do about it?
8. What is Lyra's plan for getting the children out of danger? Do you think it will work?
9. Select a quote from the text that supports Lyra is a *leader* that uses her talent to promote the common good.
10. What would happen if Kaisa didn't come to help Lyra?
11. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Passage, p. 229

"'Now, quick,' said the goose. 'Lyra, you must run back and mingle with the other children. Be brave, child. The gyptians are coming as fast as they can. I must help these poor daemons to find their people....' He came closer and said quietly, 'But they'll never be one again. They're sundered forever. This is the most wicked thing I have ever seen...' (p. 229).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Outside of Bolvanger, the reaction to a severed child is universally one of horror. It is an accepted social norm that people and daemons are one unit, and can only be separated by death (if then.) **In an informative paragraph describe how a daemons is related to the soul of a human. Explain at least one similarity and at least one difference.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 17

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the history of the guillotine?
The device that is built to sever children from their daemons is referred to as a guillotine, though it has a different use in our world. A guillotine is a machine that was specifically designed to execute an individual by chopping off his or her head. Similar machines existed throughout history, but the modern guillotine came into existence

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during the French Revolution. First proposed by, but not invented by, Dr. Guillotin of France in 1791, it was intended to be a fair and equal method of criminal punishment. After much debate, the French government had the machine designed and built, and was first used in an execution in 1792.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

guillotine (232)	instantaneously (234)	rectified (237)	malice (238)	heretical (239)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 232 – 244

Setting	Characters	Pages
Bolvanger	Lyra, *Pan*	232-233
	Lyra, *Pan*, children	233-237
	Lyra, *Pan*, three men, Mrs. Coulter	237-240
	Lyra, *Pan,* three men	240-243
	Lyra, *Pan*, three men, Mrs. Coulter, the golden monkey	243-244
	Lyra, Pan, Mrs. Coulter, the golden monkey	244

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- When she sees Mrs. Coulter, Lyra and *Pan* decide to play dumb when she sees them.
- Lyra hides the alethiometer and her winter clothes, and starts to tell the other kids about the escape plan.
- Lyra decides to explore the complex via the ceiling tiles.
- Lyra overhears a conversation between Mrs. Coulter and three men.
- The adults are trying to figure out who let the daemons escape, and Mrs. Coulter demands they repair the security problem that led to the break out.
- The men also tell Mrs. Coulter about the new separator.
- Mrs. Coulter tells the men that Lord Asriel has been sentenced to death.
- After Mrs. Coulter leaves, the men discover Lyra's hiding place, and drag her and *Pan* to a room to be severed.
- At the last moment, Mrs. Coulter discovers them, and takes Lyra away.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

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Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
Yes, another OMP. This one is for Lyra and *Pan* as they prepare to be separated forever by, and then are rescued from, the silver guillotine.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Lyra care whether Mrs. Coulter sees her or not?
2. Select a quote from today's reading that demonstrates Lyra's leadership skills.
3. What does Lyra learn when she eavesdrops on the men and Mrs. Coulter's conversation.
4. One thing she discovers is that *intercision* is an ancient process; how was it originally done, according to the doctors?
5. Why do the doctors decide to sever Lyra and *Pan* right away?
6. Why does Mrs. Coulter rescue Lyra and *Pan*?
7. What do you think would have happened if Mrs. Coulter did not rescue Lyra?
8. Does Mrs. Coulter love Lyra as a mother? Why do you think that?
9. How has Mrs. Coulter's character changed? Why do you think it changes?
10. What do you think Lyra will do now that she is safe from *intercision*?

9. Analyze Analyze the key paragraph.

Key Passage, p. 243

"Above the panting of the men, above her own sobs, above the high wild howl of her daemon, Lyra heard a humming sound, and saw one man (bleeding form the nose) operate a bank of switches. The other two looked up, and her eyes followed theirs. The

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great pale silver blade was rising slowly, catching the brilliant light. The last moment in her complete life was going to to be the worst by far" (p. 243).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In terms of a Heroic Journey, in this chapter, Lyra had to Approach the Inmost Cave, and face her greatest fear of being separated from *Pan*. As they live through the final moments, many thoughts and emotions go through their minds, but they emerge truly understanding themselves better as individuals and as a team. **In an explanatory paragraph describe the sequence of events that led Lyra to be severed from *Pan.* Describe what happened first, second, and third. Include at least one quote in your paragraph.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 18

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

How do people survive in the Arctic?
Although the Arctic is cold (-90° F is not uncommon) it is possible for people to survive. Though we won't go into all the details here, some basic tips are:

- Wear many loose layers of clothing.
- Avoid tight clothing.

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- Wear some kind of sun protection for the eye to avoid snow blindness.
- Eat animals that are high in fat – seals, for example, are better than rabbits.
- Be sure to have some kind of fuel for heating and cooking.
- Keep your extremities warm and covered; feet and hands are the first areas that will succumb to frostbite.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

plausible (246)	vivid (251)	hurtled (255)	surge (258)	absurd (264)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 245-265

Setting	Characters	Pages
Bolvanger	Lyra, *Pan*, Mrs. Coulter, the golden monkey	245-250
	Lyra, *Pan*, chilrdren, Bolvanger staff	250-252
	Lyra, *Pan,* children, Bolvanger staff, Roger	252
Outside at Bolvanger	Lyra, *Pan*, children, Bolvanger staff, Tartar guards and their wolf daemons	252-254
	Lyra, *Pan*, children, Bolvanger staff, Tartar guards and their wolf daemons, witches	254
	Lyra, *Pan*, children, Bolvanger staff, Tartar guards and their wolf daemons, Iorek Byrnison	254-255
	Lyra, *Pan*, Roger, Billy Costa, children	255-259
	Lyra, *Pan*, Roger, Billy Costa, children, gyptians	259
	Lyra, *Pan*, Mrs. Coulter, the golden monkey, Tartar guards	259-260
	Lyra, *Pan*, Mrs. Coulter, the golden monkey, Tartar guards, Roger, Iorek Byrnison	260
	Lyra, *Pan*, Mrs. Coulter, the golden monkey, Tartar guards, Roger, Iorek Byrnison, witches	260-261
	Lyra, *Pan,* Roger, Iorek, Lee Scoresby, witches	261-263
	Lyra, Pan, Roger, Iorek, Lee Scoresby, witches, Serafina Pekkala	263-265

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mrs Coulter comforts Lyra and *Pan*, and asks her about what happened since the

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last time they saw each other.

- Lyra tells Mrs. Coulter that the children are cut from their daemons to protect them from Dust, and that it doesn't hurt them.
- Lyra knows she's lying, and still doesn't trust her.
- Mrs. Coulter tries to take the alethiometer from Lyra, and is rewarded by the mechanical spy attacking her from the box.
- Lyra uses the distraction to escape and pull the fire alarm.
- Lyra starts a fire in the kitchen, and the children start to escape into the snow.
- The children escape when witches and Iorek Byrnison attack the Tartar guards.
- Lyra leads the children toward the gyptians, who find them in time to keep them from dying in the snow.
- However, Mrs. Coulter grabs Lyra just as she reaches safety.
- Iorek and witches again save Lyra, and they escape in Lee Scoresby's balloon.
- While traveling through the sky, Serafina Pekkala tells Lyra that the gyptians have destroyed Bolvanger.
- Now the witches are pulling Iorek, Lee, Roger, and Lyra toward the home of the armored bears and Lord Asriel's prison.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Beginning-Middle-End Chart
Now is the time to add to the “Middle” portion of your BME Chart. Now that Lyra has rescued Roger and the other children from Bolvanger, her journey is beginning its end.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

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Key Questions

1. How does Lyra initially react after her rescue by Mrs. Coulter?
2. What does Mrs. Coulter tell Lyra that almost immediately makes her hate her again?
3. How does Lyra demonstrate *leadership requires engagement* as she helps the kidnapped children escape? Select two quotes from today's reading that prove Lyra demonstrates *leadership requires engagement.*
4. What does Lyra choose to do after her rescue?
5. How did Lyra cause chaos at Bolvanger?
6. How did Lyra and the children escape?
7. What will happen to the children next?
8. What do you think will happen now that Lyra and friends are flying toward Lord Asriel?
9. Why do you think Lyra is so desperate to reach Lord Asriel?
10. Predict what will happen when Lyra is faced to face with Lord Asriel?

9. Analyze Analyze the key paragraph.

Key Passage, p. 262

"Directly above them the balloon swelled out in a huge curve. Above and ahead of them the Aurora was blazing, with more brilliance and grandeur than she had ever seen. It was all around, or nearly, and they were nearly part of it. Great swathes of incandescence trembled and parted like angels' wings, beating; cascades of luminescent glory tumbled down invisible crags to lie in swirling pools or hang like vast waterfalls" (p. 262).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's key paragraph, the author describes the beauty and magnificence of the Aurora. In every story, the setting is a character unto itself, and the ability to tell a great story often depends on the authors' ability to convey the importance of the setting to the reader. **In your own words, write an explanatory paragraph that describes the setting of Aurora. Use all five senses: how does this place look, smell, feel, sound, and taste? What emotion is evoked? What is the significance of Aurora?**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 19

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What are witches?

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The term “witch” has far too many definitions to include here. The most basic definition is that a witch is a person (usually a woman) with magical or supernatural powers. However, many cultures and views of witches refer to people who have a deep connection with nature, and believe in the power of the natural world. Pullman's witches are a combination of a wide variety of spiritual and cultural beliefs. His witches certainly have magical abilities, but they also have a unique view of the world around them.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inflammable (269)	notion (271)	immense (272)	subtle (277)	abominable (281)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 269 – 284

Setting	Characters	Pages
In the air, on the way to Svalbard	Lee Scoresby, Serafina Pekkala	269-273
	Lyra, *Pan*, Serafina Pekkala	273-279
	Lyra, *Pan,* Roger, Serafina Pekkala, Lee Scoresby, Iorek Byrnison, cliff-ghasts	279-282
The cliffs of Svalbard	Lyra, *Pan*	282-283
	Lyra, *Pan*, The bears	283-284

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- As they fly toward Svalbard, Lee Scoresby and Serafina Pekkala discuss Lyra and her mission.
- Lee goes to sleep, and Lyra wakes up while everyone else is still sleeping.
- Serafina and Lyra talk, and Lyra learns that witches are all female, and live for hundreds of years.
- Lyra learns that Serafina and Farder Coram had a child together, but the boy died long ago.
- Lyra also finds out that Iorek would be the bear king if he hadn't been exiled.
- Lyra goes back to sleep.
- Serafina Pekkala wakes them up when they approach the cliffs of Svalbard; the weather has turned dangerous, and they are attacked by cliff-ghasts.
- In the confusion, Lyra is thrown out of the basket of the balloon, and wakes up with *Pan* in the snow.
- Lyra can't find any of her group, but then is captured by armored bears.

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6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait
Today's subject is the witch, Serafina Pekkala. Sketch her as she flies through the night on her branch, and decide what she is thinking during her conversations with Lee and Lyra.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Elaborate on what Lyra learns about her new companions?
2. How do think their life events shape their character?
3. Why is curiosity important for a leader? How does this improve their engagement?
4. What do the witches believe Lyra represents?
5. Why is Serafina Pekkala devoted to the gyptians and Lyra's cause?
6. Mrs. Coulter has disappeared; where do you think she may be heading next?
7. Why is it dangerous for Iorek to return to Svalbard?
8. Why do Lee, Iorek, Serafina, and the others choose to face the dangers ahead?
9. What role does Serafina play in Lyra's Heroic Journey?
10. What will happen to Lyra now that she is alone without her protectors?

9. Analyze Analyze the key paragraph.

Key Passage, p. 278

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"'When bears act like people, perhaps they can be tricked,' said Serafina Pekkala. 'When bears act like bears, perhaps they can't. No bear would normally drink spirits. Iorek Byrnison drank to forget the shame of exile, and it was only that which let the Trollesund people trick him'" (p. 278).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Although Lyra and Serafina are talking about bears, they are really discussing human nature. Why do human beings abuse themselves with drugs or alcohol? How does this change their ability to function in society?

Write a letter to friend or an imaginary character to explain the negative impacts of drugs or alcohol. **In an informative paragraph explain why using drugs or alcohol changes her or him in a negative way. How is your friend different now from when he or she was not using? How has the abuse affected your friend's integrity? How would changing her or his habits make her or him a better friend/?**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 20

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What historically happens to heretic scholars?

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Throughout history, scholars and scientists have been persecuted by the Church or the government for advancing ideas that contradicted prevailing beliefs and religious ideals. Galileo, for example, was executed for his ideas about astrology, In more modern times, the debate over evolution has continued since Darwin first put forth his theory.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lethargically (288)	perceptive (289)	qualifications (290)	conferred (293)	intoxicating (300)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 285 – 301

Setting	Characters	Pages
Svalbard	Lyra, *Pan*, the bears	285-286
A cell at Svalbard	Lyra, *Pan*	286-287
	Lyra, *Pan*, Jotham Santelia	287-293
Svalbard	Lyra, *Pan*, bears	293-294
	Lyra, *Pan*, bears, Iofur Rakinson	294-298
	Lyra, *Pan*	298-299
	Lyra, *Pan,* Iofur Rakinson	299-310

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The bears take Lyra to the palace at Svalbard.
- While the palace is quite magnificent, it is dirty and smells really bad.
- They put Lyra in a cell, where she consults the alethiometer and finds Iorek and Roger are a day away from rescuing her.
- Also in a cell is a scholar named Jotham Santelia, who used to be a professor in Scotland.
- From Santelia, Lyra learns that Mrs. Coulter is in league with Iofur, the bear king, and she has promised him all kinds of things if he keeps Lord Asriel imprisoned.
- The next time the bears come, Lyra demands to be taken to Iofur to tell him something about a daemon.
- When she sees him, Lyra tells Iofur that she is the daemon of Iorek Byrnison.
- Lyra convinces Iofur that she can be his daemon if he kills Iorek in battle.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

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Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Story Sketch
Create a sketch of Iofur's palace at Svalbard. Be sure to include both the majesty and the disgustingness of the bear king's fortress.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is the difference between Iofur's palace and a human king's palace?
2. Why do you think Iofur chooses to act like a human?
3. What happens when one pretends to be something one is not?
4. What does Lyra learn from the professor imprisoned at Svalbard?
5. Who was the first creature that Iofur ever killed, and what does this represent about his character?
6. Describe Iofur's leadership character. Do you think he is an example of leadership requires engagement?
7. Why is Iofur so desperate to have his own daemon?
8. Compare and contrast bears to humans of Lyra's world? How are they similar and different?
9. How does Lyra trick Iofur? Will her plan work, do you think?
10. What would happen if Iorek looses to Iore in the battle?

9. Analyze Analyze the key paragraph.

Key Passage, p. 299-300

"'She promised you that she'd get the Magisterium in Geneva to agree that you could be baptized as a Christian, even though you hadn't got a daemon then. Well, I'm afraid that she hasn't done that, Iofur Raknison, and quite honestly I don't think they'd

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ever agree to that if you didn't have a daemon. I think she knew that, and she wasn't telling you the truth. But in any case when you've got me as your daemon, you *could* be baptized if you wanted to, because no one could argue then. You could demand it and they wouldn't be able to turn you down'" (p. 299-300).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mrs. Coulter has not kept her promise to Iofur, any more than she kept her promises to Lyra. Lyra chooses to use this situation to her advantage, offering to help Iofur meet his goals. Of course, Lyra has no more intention than her mother of helping Iofur. Describe the sequence of events that leads to the battle between Iorek and Iofur. **In an explanatory paragraph describe how Lyra set up the battle. Describe Iofur's desires. How was Lyra was able to manipulate Iofur?**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 21

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Why do rulers re-name their cities?

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When he becomes king, Iorek renames a number of things, including his home. There is a long history of rulers renaming cities when they conquer other regimes. There's even a song about Constantinople being renamed Instanbul. The most famous example in modern times would be St. Petersburg, in Russia. The city was originally named for its founder, Peter the Great. After the communist revolution in 1917, it was renamed Leningrad in honor of Valdimir Lenin, one of the great leaders of the October Revolution. After the fall of the communist regime in the 1990s, the city's name reverted to the original St. Petersburg.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

burnished (302)	inlaid (304)	ritual (307)	feebler (309)	inferiority (311)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 302 – 316

Setting	Characters	Pages
Svalbard	Lyra, Pan, bears, Iofur Rakinson	302-303
	Lyra, *Pan*	303
	Lyra, *Pan*, bears, Iofur Rakinson	303-305
	Lyra, *Pan*, Iorek Byrnison	305
	Lyra, *Pan*, Iorek, Iofur, bears	305-310
	Lyra, *Pan*, Iorek, bears	310-312
	Lyra, *Pan*, bears, Roger	312-313
	Lyra, *Pan,* bears, Iorek	313-316

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Iofur prepares for battle, having his armor oiled and polished and made perfect.
- Iorek arrives, and Lyra rushes out to tell him about the pending battle.
- Iorek names Lyra "Silvertongue," based on her ability to lie so skillfully.
- Iofur and Iorek fight long and hard, and despite Iofur's size and strength, Iorek defeats him.
- When he kills Iofur, Iorek eats his heart, and becomes king.
- Lyra tends to Iorek's wounds, then falls asleep.
- When Lyra wakes up, she sees Roger, who is safe, and is taken to see the new king Iorek.
- Iorek finds out that Mrs. Coulter manipulated the bears to make Iofur king.

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- The alethiometer tells her that Mrs. Coulter is on her way to see Lord Asriel, and that Lyra is bringing something to Lord Asriel that he desperately needs to complete his mission.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram
Complete a Venn Diagram comparing Iofur and Iorek. How are they similar, and how are they different? Which qualities make them leaders? Which qualities stand out to make one a better leader than the other?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Lyra fear that Iorek will lose his battle against Iofur?
2. What is Lyra's new name, and how does she receive it?
3. In the end, is it skill or strength that wins the battle for Iorek?
4. After the battle, how does Iorek exhibit leadership?
5. Which bear had more integrity – Iofur or Iorek – how do you know?
6. Once he is king, what is Iorek's priority?
7. Why did Mrs. Coulter manipulated the bears to make Iofur king?
8. Why is Lyra so desperate to reach Lord Asriel
9. Predict what Lord Asriel will need from Lyra.
10. What does Lyra hope to prevent if she's able to reach Lord Asriel before Mrs. Coulter?

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9. Analyze Analyze the key paragraph.

Key Passage, p. 311

"The bears knew what they must do. Every single badge and sash and coronet was thrown off at once and trampled contemptuously underfoot, to be forgotten in a moment. They were Iorek's bears now, and true bears, not uncertain semi-humans conscious only of a torturing inferiority. They swarmed tot he palace and began to hurl great blocks of marble form the topmost towers, rocking the battlemented walls with their mighty fists until the stones came loose, and then hurling them over the cliffs to crash on the jetty hundreds of feet below" (p. 311).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Iorek has won his battle, as a hero in a good story must. **In an explanatory paragraph describe the battle between Iorek and Iofur. Describe the ups and downs of the battle and how Iorek emerges as the better bear. Provide 2-3 quotes from the novel to support your explanation.**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 22

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

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What was the Inquisition?
The Spanish Inquisition started under the reign of Ferdinand and Isabella in 1478, and continued until 1834. It created a religious tribunal with the authority to punish Christians for heresy. However, since throughout much of Spanish history, freedom of religion did not exist, thousands of non-Christians were persecuted for their beliefs.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

entitled (318)	distress (320)	precedent (328)	obscurity (329)	bewildered (332)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 317 – 332

Setting	Characters	Pages
On the way to Lord Asriel	Lyra, *Pan*, Roger, Iorek, another bear	317-318
Lord Asriel's house	Lyra, *Pan,* Roger, Thorold, Iorek	319
	Lyra, *Pan*, Roger, Thorold, Lord Asriel, Iorek	320
	Lyra, *Pan*, Roger, Torold	320-322
	Lyra, *Pan,* Lord Asriel	322-332

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Iorek and another bear take Lyra and Roger to Lord Asriel's house.
- Lord Asriel's home is luxurious, and he has all that he needs to complete his experiments.
- When Lord Asriel first sees Lyra, he is distraught and angry, and tells her to get out.
- He soon recovers, then, and has his servant feed and bathe the children.
- Lyra goes back and talks to Lord Asriel, and he asks her to tell him all about her adventures.
- Lord Asriel tells Lyra more about Dust; he believes it is Dust that caused Adam and Eve's daemons to be fixed, and brought sin in to the world.
- Asriel also tells her that, when a daemon is severed, it generates an immense amount of energy.
- Asriel tells her that he means to find the source of all sin, and destroy it, for the benefit of mankind.
- Asriel also tells her he doesn't need the alethiometer.
- Lyra is left confused.

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6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cartoon Strip
Create a four to 8 panel cartoon strip depicting scenes from today's story. You could use Asriel's story of Adam and Eve, Asriel's reaction to seeing Lyra, or his explanation of the history of Dust.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is Lord Asriel's prison like?
2. How does Lord Asriel react when he first sees Lyra?
3. What changes his attitude toward Lyra's appearance?
4. How does Roger feel about being at Lord Asriel's?
5. What is Asriel's theory about Dust?
6. How does this theory about Dust relate to the story of Adam and Eve?
7. What do you think would have happened if Adam and Eve didn't eat the forbidden fruit?
8. How does it differ from Mrs. Coulter's theory?
9. How is Lord Asriel's theory similar to what the witches believe about Lyra?
10. How did the Church justify *intercision*?
11. Predict Lord Asriel's motives to end original sin. Do you think Lord Asriel's mission is a noble undertaking? Is this an example of taking action for the common good?
12. Why doesn't Lord Asriel need the alethiometer? What *does* he need?

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9. Analyze Analyze the key paragraph.

Key Passage, p. 331

"'And I'm going to that world beyond the Aurora,' he said, 'because I think that's where all the Dust in this universe comes from. You saw those slides I showed the Scholars in the Retiring Room. You saw Dust pouring into this world form the Aurora. You've seen that city yourself. If light can cross the barrier between the universe, if Dust can, if we can see that city, then we can build a bridge and cross. It needs a phenomenal burst of energy. But I can do it. Somewhere out there is the origin of all the Dust, all the death, the sin, the misery, the destructiveness in the world. human beings can't see anything without wanting to destroy it, Lyra. *That's* original sin. And I'm going to destroy it. Death is going to die'" (p. 331).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Asriel tells Lyra about his theory of Dust. He believes it is the source of all evil, and must be destroyed. However, Lyra isn't sure if he is correct, and doesn't quite know how to respond.

Pretend you are Lyra. Write an impassioned plea to Asriel *not* to follow through in his plan to destroy Dust. **In an explanatory paragraph highlight the flaws in his theory? Explain what might happen if he is wrong? Include what you learned on your journey that might contradict his ideas? Lastly, explain what might be good about Dust?**

11. Close Close by extending today's lesson to life and the world.

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Character Based Literacy Program Lesson Plan
The Golden Compass, Day 23

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

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How is Lord Asriel's work similar to nuclear science?
Lord Asriel's idea that splitting a person from his daemon would create a massive burst of energy mirrors or world's nuclear science. Nuclear power (and nucllear bombs) is based on the power generated when the atom is split.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

delirium (333)	extremity (334)	imperious (334)	intangible (336)	abyss (340)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 333 – 341

Setting	Characters	Pages
Lord Asriel's house	Thorold, Lyra, *Pan*	333-334
Outside Lord Asriel's house	Lyra, *Pan*, Iorek, bears	334-336
On the way to the Aurora	Lyra, *Pan,* Iorek, bears, witches	336-340
	Lyra, *Pan*	340-341

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Thorold wakes Lyra, and tells her that Lord Asriel has left with Roger, and he thinks Asriel is going to do something horrible.
- Thorold also tells Lyra that Asriel was waiting for a child to finish his experiments.
- Lyra immediately heads out with Iorek to rescue Roger.
- On the way, the bears and Lyra are attacked by unfamiliar witches and a zeppelin.
- The bears stay to fight, and Lyra heads across a precarious bridge toward Asriel.
- Just as they get across, the bridge collapses and Lyra finds herself alone with *Pan*.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to,

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or on what day of the story the character first appears. See the chart on Day 1 for an example.

Lyra's World's Words
Lyra and the people in her world refer to many every day objects, places, and people using different names than we would use in our world. Each day, add to a list of these words, along with our world's equivalent of them. See the chart on Day 2 for an example.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Beginning-Middle-End
You can now complete all but the last entry on a BME chart. What has happened throughout the novel that has led to the end?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Lord Asriel's servant think he's insane?
2. The chapter is titled “Betrayal:” who is the betrayed, and who is the betrayer?
3. How does Lyra feel when she realizes where Lord Asriel has gone?
4. Do you think Lyra will see Iorek or Lee again? What evidence supports this?
5. Why does Iorek not complete the journey with Lyra?
6. Why is Mrs. Coulter determined to stop Lord Asriel? How do her reasons differ from Lyra's?
7. In your own words, what do you think Dust is?
8. Why do you think Dust only shows up on adults and not children?
9. How does the author relate the transition of adulthood with the story of Adam and Eve?
10. If you were Lyra, what would you do in her place?

9. Analyze Analyze the key paragraph.

Key Passage, p. 334

“She had just realized what she'd done.

She had struggled all this way to bring something to Lord Asriel, thinking she knew what he wanted; and it wasn't the alethiometer at all. What he wanted was a child.

She had brought him Roger.

...Oh, the bitter anguish! She had thought she was *saving Roger*, and all the time she'd been diligently working to betray him...” (p. 334).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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As the witches foretold, Lyra betrayed someone close to her. In this case, she didn't even realize what she was doing. Although she had the best of intentions, her actions have led straight to Roger's probable destruction. **In an explanatory paragraph, describe how the story of Lyra and Dust is related to the story of Adam and Eve. Describe does the author relate fixed daemons to the transition into adulthood. How does Lyra's thirst for knowledge related to that of Eve?**

11. Close Close by extending today's lesson to life and the world.

Community Connection

Character Based Literacy Program Lesson Plan *The Golden Compass*, Day 24

Outcomes for Today

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a.) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.

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What is the story of Eve?
Lord Asriel tells the story of Adam and Eve, from the viewpoint of his world. The Christians in our world tell a slightly different version. The witches refer to Lyra as the new Eve, so it might be helpful for students to know the story.

From the King James Bible:
Now the serpent was more subtle than any beast of the field which the LORD God had made. And he said unto the woman, Yea, hath God said, Ye shall not eat of every tree of the garden? And the woman said unto the serpent, We may eat of the fruit of the trees of the garden: But of the fruit of the tree which [is] in the midst of the garden, God hath said, Ye shall not eat of it, neither shall ye touch it, lest ye die. And the serpent said unto the woman, Ye shall not surely die: For God doth know that in the day ye eat thereof, then your eyes shall be opened, and ye shall be as gods, knowing good and evil. And when the woman saw that the tree [was] good for food, and that it [was] pleasant to the eyes, and a tree to be desired to make [one] wise, she took of the fruit thereof, and did eat, and gave also unto her husband with her; and he did eat. And the eyes of them both were opened, and they knew that they [were] naked; and they sewed fig leaves together, and made themselves aprons.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

nuzzled (342)	agitation (344)	undulating (344)	wrenched (349)	fathomless (351)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 342 – 351

Setting	Characters	Pages
On the way to the Aurora	Lyra, *Pan*	342-343
	Lyra, *Pan*, Roger	343-344
The summit of the mountain, at the Aurora	Lyra, *Pan*, Roger, Lord Asriel	344-346
	Lyra, *Pan*, Lord Asriel, his snow leopard daemon, Mrs. Coulter, her golden monkey daemon	346-349
	Lyra, *Pan*	349-351

RESPOND

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5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Lyra and *Pan* climb up to find Roger and Lord Asriel.
- Lyra hears Roger calling, and arrives to find Asriel about to sever him from his daemon.
- Asriel succeeds, and Roger dies.
- Lyra suddenly realizes that Mrs. Coulter is also there, with her golden monkey daemon.
- Lord Asriel tries to convince Mrs. Coulter to come with him, but she refuses.
- Lord Asriel heads into the other world he has created, and Mrs. Coulter leaves Lyra standing there.
- Lyra decides that she must try to stop Lord Asriel, to avenge the death of her friends, and save Dust, which she thinks is good.
- She and *Pan* head into the other world in the Aurora.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Daemon Chart
Every human player in this novel has a daemon, which represents an aspect of her or his character. As the novel progresses, keep track of each character's daemon in a chart the entire class can refer to. Include the character's name, her or his daemon's name and form, and what character traits are revealed by the daemon. You may want to add your own categories as well, such as what tribe or class the character belongs to, or on what day of the story the character first appears. See the chart on Day 1 for an example.

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EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Interaction Chart
Chart the interaction between Lyra and her parents on a character interaction chart. She finds that their relationship, far from being strictly hostile, is more complicated than she ever imagined.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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1. Lyra asks "'Why do they *do* these things to children, Pan?'"(p. 342). Why do you think they do it?
2. What does Lyra discover when she arrives at the peak of the mountain?
3. What does Lyra witness happening to Roger?
4. How do Lord Asriel and Coulter feel about each other?
5. What does their conversation reveal about the characters of Lyra's parents?
6. Elaborate on how new worlds are created.
7. When left alone, how does Lyra feel?
8. What does Lyra choose to do, in the end?
9. How does Lyra's curiosity and search for knowledge similar to Eve?
10. Would you have made the same choice? Why or why not?
11. What would happen if sin were eliminated from the world?
12. How does eliminating sin impose on free will?

9. Analyze Analyze the key paragraph.

Key Passage, p. 350-351

"She turned away. Behind them lay pain and death and fear; ahead of them lay doubt, and danger, and fathomless mysteries. But they weren't alone" (p. 350-351).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Lord Asriel heads into the other world he has created with a mission to destroy Dust or original sin. **In an explanatory paragraph, describe a world without sin. How do you think the absence of sin will affect free will? Provide three ideas to support your theory.**

11. Close Close by extending today's lesson to life and the world.

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