

Character Based Literacy Program

Independent Study Lesson Plan

The Mighty Miss Malone, Week 1



PREPARE

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 pet peeve?

Where is Gary, Indiana?

What is “rooster strutting”?

What is an epiphany?

What does it mean to be rich?

What is a sign? How is that different than a symbol?

Word Wall Here are vocabulary words to add to the Word Wall.

willowy (4)	radiant (4)	patriarch (4)	trait (5)	endearing (7)
cheshire cat (14)	advice (15)	windowsill (15)	humiliated (16)	scowled (17)
distinctive (22)	propose (23)	epiphany (23)	gesture (24)	sarcasm (24)
horrid (35)	mercilessly (36)	ambition (37)	darned (41)	imagination (44)
anxious (46)	ridiculous (48)	archaic (50)	moot (50)	imitate (52)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read 3-55

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RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Open Mind Portrait

Start and open mind portrait for Deza, what does she look like to you? Add three to five thoughts to your OMP.

Class Character Profile Chart

Throughout the novel you should create a character profile chart on Deza. As you note her character traits cite examples from the text. This may be ways she displays leadership traits as well as, how she doesn't display the trait in any given text. Pay close attention to her traits as a leader. You will use this chart to assist in writing the final essay.

Final Writing Product (preview)

Throughout the novel Deza is given challenges due to the historical circumstances of the time. In most instances Deza makes a choice to continue to do well and to strive for something better. Do you think that Deza is a good leader? Using the definition of leadership and the class character profile chart write a 5-paragraph informative/explanatory essay in which you define leadership and the skills/traits that Deza possesses. As you write cite examples from the text to support your conclusion. Utilize definitions, quotes, cause and effect, etc. to from outside sources to support your writing. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling as she walks with her brother and meets the pie lady.

Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling as she talks with Dr. Bracy? As she gets her paper back and it is not the best? And as she shares her goals with Dr. Bracy? Add three to five new thoughts to your OMP.

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Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader and also might want to note instances where she does not act like a leader. You will use this to assist in writing the final essay.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Open Mind Portrait

Create an OMP for Jimmie. What do you think he is thinking and feeling as he advises Deza about the clothes, as he plots to give the bully's lockjaw, and when he sees his mother's reaction to the clothes? Add three to five thoughts to the OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

EXPLORE

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

Alliteration

Deza writes that her father's most annoying trait is his constant use of alliteration. Alliteration is a stylistic literary device identified by the repeated sound of the first letter in a series of multiple words, or the repetition of the same letter sounds in stressed syllables of a phrase. Create alliteration with the first initial from your first name.

Example: Alice's aunt ate apples and acorns around August.

Read more at <http://examples.yourdictionary.com/alliteration-examples.html#UARVb7BMACBB61vy.99>

Cube the Author

Create a cube with facts about the author and the book. Use the completed cube to write a biographical sketch about the author.

Map

Create a map based on the directions in the text that follows the kids on their route from home to return the pie. How did the houses and neighborhood change as they went through the town? What was the scene in the park like?

Comic Strip

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Create a 6-panel comic strip. Depict the important parts of today's reading. What happened and who was involved. Illustrate the scenes and give the characters thought bubbles.

Treasure Chest

Mrs. Needleman refers to Deza as being rich because of her talents in school. In this case rich refers to talents, skills, and intrinsic character and qualities. Create a treasure chest. Name and describe the talents, skills, and qualities you possess that make you rich.

Signs and Symbol T Chart

Make a T Chart on one side make a list or drawings of symbols and what they stand for. On the other side make a list of signs.

What are the differences and similarities between them?

Thank You Note

Mother told Deza that they would both write a thank you note to Mrs. Needham.

Go to the Emily Post Thank You Note Tip page

<http://emilypost.com/advice/thank-you-note-tips-for-children-and-teens/>

Pretend you are Deza and you just received a special gift from your teacher. Could be clothes, books, or school supplies. Write a thank you note to your teacher. Share with him or her the impact that the gifts will have on you.

Discussion

Key Questions, p. 3-12

1. What does Deza believe is the best way to begin and end an essay?
2. Describe the relationship between Deza and her brother Jimmie.
3. Why was her last birthday so special to Deza?
4. How do you think the tone and mood of the Malone house is as we first meet them?
5. Contrast Gary and Flint styles of opening envelopes and packages. What hint does that give you about mother and fathers personalities?
6. What are the dreams of Jimmie Malone?
7. When finishing her paper how does Deza describe herself?
8. How does Christopher Paul Curtis introduce us to the characters in The Mighty Miss Malone?
9. What impact did Clarice have on Deza's ability to finish her paper? Explain in detail how she did.
10. The Malone motto is "We are a family on a journey to a place called Wonderful." What is your prediction for the rest of the book?

Key Questions, p. 13-21

1. Chief's and Children's Chow Chat was? Does your family have anything similar?

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2. What was Jimmie's plan for after dinner?
3. Deza was upset with Jimmie what had he done?
4. Why did Deza volunteer to take Jimmie back to the house where he "found" the pie?
5. Jimmie and Deza do not return the pie, what did they choose to do with what was left of the pie?
6. How did Deza describe the eating of the pie?

Key Questions, p. 22-34

1. Why did the kid want to give the pie to someone? How did they choose the recipient?
2. In what ways did Jimmie earn money?
3. Do you think Jimmie stole the pie if he left money and a note?
4. What is your impression of Dr. Bracy? Of Mrs. Needham?
5. How does Dr. Bracy decide to punish Jimmie? How does she reward Deza?
6. Deza describes herself as having two brains what does she mean and how do they affect her?
7. How does Clarice's reaction to her grade affect Deza?

Key Questions, p. 35-44

1. What is the difference between rich and wealthy?
2. In which ways can you be rich?
3. Mrs. Needleman gave Deza a lower grade to prove a point. What lesson was she trying to teach her? Why?
4. What does the phrase mind your p's and q's refer to?
5. Mrs. Needleman says, "*these are trying times for the whole country.*" What is she referring to? Why does she feel responsible for Deza's education?
6. What does Mrs. Needham mean when she says, "If we lose you, we've lost this country. If we can't get you to your true path, it's the failure of everyone from President Roosevelt right down to me." (p. 38)?
7. What do you think Deza's parents are going to say about the clothes and shoes?

Key Questions, p. 45-55

1. Why did Mrs. Needham score Deza's paper lower? What point was she trying to get across? How would you have reacted to this if you were Deza?
2. Why didn't Mrs. Needham want Deza to tell Clarice about the clothes?
3. What was Jimmie planning?
4. How could his energy and time be better focused?
5. If you could give him advice what would you tell him?
6. Mother said, "It feels like Christmas in July?" What literary device is the author using?
7. What tone is the author trying to convey in this chapter?
8. Honesty is the only policy, why is it important to always tell the truth?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 12

"My first pet peeve is when people don't pronounce my name right. They'll say Dee-za instead of Dez-uh, just like the first syllable of a desert, like the Sahara, which is geologically an arid, huge part of Africa" (p. 12).

Writing Prompt

Deza shares one of her pet peeves is when people don't pronounce her name correctly. We all have our own pet peeves, Deza's was people mispronouncing her name, some pet peeves are people who don't cover when they sneeze, not saying please or thank you or bad drivers. What is your pet peeve? Why does it bother you so much?

In two explanatory paragraphs explain what your number one pet peeve is and why it bothers you, develop the topic with relevant facts and use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Key Paragraph, p. 16

"Then I saw what it was. He'd be humiliated to death if any of his criminal friends saw him being dragged down the street by his father like a five-year old kid. I stood up, took the pie and said,

'I'll take him back. We'll return the woman's pie. Jimmie, promise them right now you'll come and won't give me any lip and will do everything I say'" (p. 16).

Writing Prompt

Deza volunteers to take Jimmie to return the woman's pie to save him humiliation by his friends. How does Deza embody the theme of Leadership Requires Engagement? In two paragraphs explain how Deza is a leader in her family and in her community. Consider the choices she made along the way. How does she make choices that help her and those around her?

Leaders develop and dedicate their talents to promote to 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 in.

Write a 2 paragraph explanatory text to examine Deza and her leadership capabilities in her family and in the community. Introduce your topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

Key Paragraph, p. 30

"I tried to look humble while I waited for Clarice to walk up and get second place. Which is really about as good as first place. Just about. Well, not really, but that is a kind and comforting thing to say to second-place people. Then I remember what Mrs. Needham had said about change. No. I worked extra hard on this essay" (p. 30).

Writing Prompt

Deza is affected by her grade on the essay and she is shocked that she did not get an A. She was thrown a curve ball. As a leader, things don't always go the way we want them to when we want them to.

Write an informative/explanatory text in which you explain about grit and having a plan for when things go wrong. What is your plan if/when things go wrong? Introduce your topic previewing what is to follow. Develop your topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion. Use precise language to explain the topic.

Key Paragraph, p. 40

"No matter how well a mouse, or a human being, plans for the future, those plans "gang aft a-gley." In other words, no matter how well you think something through, many times schemes simply will not work out. They will go astray" (p. 40).

Writing Prompt

Being a leader also means being prepared. Having a plan and a plan for your plan, sometimes your plan works out swimmingly and other times it doesn't. Think of a time that you thought you had thought a plan out and it just didn't work out. How did you feel and more importantly what you did to recover and move forward.

Write an informative/explanatory text to share your ideas. Introduce your topic clearly previewing what is to follow. Develop your topic with relevant facts, definitions, and details. Use appropriate transitions. Use precise language to inform about the topic.

Key Paragraph, p. 55

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“Help me get these groceries into the kitchen, then we’ll both start working on our thank-you notes to that wonderful woman. As I picked up the welfare food Jimmie said, ‘you lucked up.’

I slapped his head.

‘No, Jimmie Malone, the truth is always the best way’” (p. 55).

Writing Prompt

As a leader, we are tasked with telling the truth to have people follow us, trust us, and respect us. Think of a time that a leader did not tell the truth. What was worse the lie or the desire to cover it up (think politics)? What are ways that you can save face while being truthful?

Write and informative/explanatory text to convey your ideas and information. Introduce your topic previewing what is to follow. Develop the topic with relevant facts, definitions and details. Use appropriate transitions and maintain formal style.

4c12 Cubing Who, What, When, Where, Why

				Name					
				Who					
What		When		Where					
				Why					

Character Based Literacy Program

Independent Study Lesson Plan

The Mighty Miss Malone, Week 2



PREPARE

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 Quaker?

What is the history of African American baseball leagues?

What and where is Lake Michigan?

What does the phrase “a stitch in time saves nine” mean?

What does the phrase, the whole is stronger than the sum of its parts by Aristotle refer too?

Word Wall Here are vocabulary words to add to the Word Wall.

brood (57)	reputation (58)	proclamation (58)	obvious (59)	clenching (60)
mortified (75)	nervous (76)	radiator (77)	tolerate (79)	context (83)
landlocked (86)	nudged (87)	pretending (91)	terrifying (96)	comfortable (97)
horrid (98)	puny (99)	unraveling (101)	hacky (102)	mocking (107)
bandwagon (118)	faith (120)	pathetic (129)	precious (129)	inconsolable (131)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read 73-134

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RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Open Mind Portrait

Add to your OMP of Deza what is she thinking and feeling as she ponders the Quaker? As she finds bugs in the food? As she gets in a fight after school? Add 3-5 new thoughts to your OMP. Add to your OMP for Jimmie. What is he thinking and feeling as he eats bugs? Gets in a fight? And has his sister defend him? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Open Mind Portrait

Continue to add to your OMP for Deza. What is she thinking and feeling when she enters the library to find the posters for the boxing match? As she hears her brother sing the national anthem at the baseball game? When she is talking to her parents? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Map

Create a map of Lake Michigan and the surrounding areas. Locate Gary, IN and where you think the men would have gone fishing. Add 3-5 facts about Lake Michigan.

Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling when she learns her father is missing? When she sees the 111 lines on her mother's forehead? When she is asked/told to, "keep yourself together".

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Open Mind Portrait

Create an OMP for mother. What is she thinking and feeling when she learns father is going fishing on the lake? Once she warns him of the dangers? And when she learns he is missing? Add 3-5 thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Open Mind Portrait

Add to your OMP for Deza. What do you think she is thinking and feeling as she waits for news of her father? As she sees him and doesn't recognize him? As she learns of his ordeal? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Open Mind Portrait

Add to your OMP. What is Deza thinking and feeling as her father starts to use alliteration again? As Joe Louis loses the fight? When she learns her father is leaving? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

EXPLORE

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

Plot Profile Chart

Create a Plot Profile Chart for Today's Reading. Choose the 10 most noteworthy events in the reading. Plot their intensity based on a scale of 1-10. Once complete use the chart to write a summary of the reading.

Star Spangled Banner

Read the history and meaning of the Star Spangled Banner

<http://www.american-historama.org/1801-1828-evolution/star-spangled-banner-lyrics.htm>

<http://www.history.com/news/9-things-you-may-not-know-about-the-star-spangled-banner>

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Youtube someone singing the National Anthem
<https://www.youtube.com/watch?v=IgtvoTmTc4k>

<https://www.mannersmentor.com/12-months-of-holidays/u-s-flag-pledge-of-allegiance-and-national-anthem-etiquette>

Take a moment to read the history and meaning of the Star-Spangled Banner.
Listen to any version of it being sung.

Read Flag and National Anthem Etiquette

Respectfully depict the flag or symbol of American any way you choose. Once complete choose 2 or 3 etiquette items to share. State the etiquette rule and summarize the reason why we use it.

Pull Yourself Together Poster

<https://www.youtube.com/watch?v=UBfb77G47hU>

Think about the phrase, "Pull Yourself Together". Create a poster in which you represent ways to "get it together" or "pull yourself together." Use this as a way to depict character traits of a leader.

Beginning Middle End Chart

Complete the chart for today's reading. Filling out 2-3 facts per column. Use the chart to write a summary of today's reading.

Poster

Create a poster for the fight. Draw Joe Louis as you see him. Based on the reading from 117-122 cite positives that can come from the fight.

Venn Diagram

Mother and father have different viewpoints. Father wants to leave and go look for work being able to send money back to the family. Mother wants him to stay and give their situation more time.

Create a Venn diagram. Showing both sides of their argument. Use the diagram to write a compare and contrast paper about their situation. Who do you think is right?

Discussion

Key Questions, p. 57-72

1. Why didn't Deza want to wear her new shoes to school?
2. Father was sarcastic about the Quaker on the box, why is he sarcastic about the role the Quakers played? Do you think he feels completely free? What is tying him down?

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3. What was Deza's reaction when she saw there were bugs in the food? Why was her reaction so different than her parents? Who do you agree with in this situation?
4. How had Deza's reaction changed when she got her report card? What made it different for her?
5. Why was Jimmie getting beat up? What was Deza's reaction to him and the fight?
6. As a leader what could she have done different?
7. Deza feels responsible for scarring Jimmie for life. What does it mean to be scarred for life? Can you ever be unscarred? Explain.

Key Questions, p. 73-84

1. Why was the town so excited about the baseball game and the fight? Why did Deza support one but not the other?
2. "She sounded like a steam radiator starting up", page 76. What literary device is the author using?
3. What was the tone in the community about the big fight? What were people planning and doing? How is this type of activity helpful for people?
4. What is Chow Chat? What are the benefits of something like Chow Chat? What type or rituals does your family have? Why are they meaningful to you?

Key Questions, p. 85-97

1. Where was father going to go fishing? Why did he want to go to the Lake and not to a smaller fishing spot?
2. What is mother's fear about the Lake? What can happen?
3. Why is it significant that Deza wears her shoes to bed each night?
4. If father was going fishing, what should he have done to prepare and be safe?
5. What types of jobs has he had? Why aren't there many full-time jobs? What is happening historically to make finding work hard?
6. How does Deza know if her mom is worried? Why is it easier to say you're OK than to show it?
7. What does mother do to try to protect Jimmie? Do you think that decision is wise? Why or why not?
8. What are some tangible and intangible ways to "pull yourself together"?
9. "I would have found a more comfortable place if I've known how long it would be before we heard what happened to my father." Page 97. What literary technique is the author using? Why is it effective?

Key Questions, p. 98-116

1. Why was it important for father to come home?
2. Mother describes father's attitude, "And girl, once one of these Malone men gets and idea in his hard head it won't come out." What kind of word or phrase best describes father's attitude?
3. What was the significance of the timing of Chiefs' and Children's' Chow? What made this one different?

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4. Father wanted to tell the family about his time being lost. Do you think that is positive for him or for the family? Explain.

Key Questions, p. 117-134

1. What changes had occurred in father?
2. Father says that he and Deza look at the world differently than others, how is their viewpoint different? Explain.
3. There is much importance placed on the fight. Why is it significant? Do you think the neighborhoods reaction is warranted?
4. How is the depression affecting the family? What is Father's solution? Do you think it will help?
5. What does mother want? Why does she think they are better together?
6. Who do you agree with? Why?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 69

"I loved how I had raised my arm like I was carrying a magical sword and all the little thugs got quiet. They parted for me and Clarice like the Red Sea did for Moses! But most of all I loved knowing that when something was happening to someone I could do more than wring my hands. I could strike back (p. 69)."

Writing Prompt

Deza feels empowered to be able to take charge and do something to help. Think of a time that you were empowered to take control of a situation real or imagined. How did it make you feel? **Write an informative/explanatory paragraph in which you convey what happened to you and how you changed in the moment. Introduce your topic, previewing what is to follow. Develop your topic with relevant facts, definitions, and details. Use precise language to better explain about the topic.**

Key Paragraph, p. 83

"What does it mean when someone says you are a credit to your race? Mother and father shot each other a glance. Jimmie said, 'It means some white person's grateful that you left them in peace, that you didn't stab'em or shott'em or rob'em.' Mother said, 'Jimmie please, give us the context Deza'" (p. 83).

Writing Prompt

In today's reading Deza is asking a question about something the librarian said. Before responding Mother, wisely asks Deza to give context about what was said. Think about the meaning of context, *the interrelated conditions in which something exists or occurs*. Somethings that are taken out of context might be more offensive

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than they should be and vice versa. As a leader why is it important to know the context of thoughts, ideas, and statements? What can keep perspective help you accomplish?

Write an informative/explanatory text on the importance of context how, as a leader it is important to know and have, context prior to making decisions and judgments in and out of your family and community. How can context or lack of context make a situation better or worse? Introduce the topic clearly. Develop you're your topic with relevant facts previewing what is to follow. Use appropriate transitions to create cohesions and to clarify relationships between ideas and concepts.

Key Paragraph, p. 95

“Deza, you know I can’t tell you that. We’ll have to endure.’
‘Can I sleep with you until Father comes home?’ Mother hugged me tighter.
‘You read my mind; I was going to ask you if you would’” (p. 95).

Writing Prompt

One quality of being a leader is reaching out to others when you need assistance, asking for help. Deza realizes that she is going to need to have inner strength but in order to maintain that strength she asks her mother for help, in the form of sleeping with her to find strength. Think about the people, places, and things you do to find personal strength to lead. Who and where do you go for help. Why is it important to know when to ask for help?

Write an informative/explanatory text citing reasons and ways to ask for assistance. Introduce your topic clearly. Develop your topic with relevant details. Use appropriate transitions as you write. Conclude with a sentence that reinforces your topic.

Key Paragraph, p. 112

“He said that some of the time you get through whatever hurt you and you think you’re all healed up, but there’s still something inside that can come back and kill you. Daddy beat Lake Michigan but now there’s something inside he’s still got to beat” (p. 112).

Writing Prompt

Daddy is still struggling with the events of being on the lake and losing his friends. He is trying to find his new normal. What do you think he could do to help himself heal not only physically but mentally?

Write an informative/explanatory text in which you share your ideas and thoughts. Introduce your topic clearly previewing what is to follow. Develop the topic clearly previewing what is to follow. Develop the topic with relevant facts and details. Include individual experiences if helpful. Use precise transitions and language. Establish and maintain formal style.

Key Paragraph, p. 127

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“What if your word is not enough? What if this depression goes on for so long that you can’t find work even in Flint? What good is your word then? Roscoe, we are our strongest when we are together, when we are a family” (p. 127)

Writing Prompt

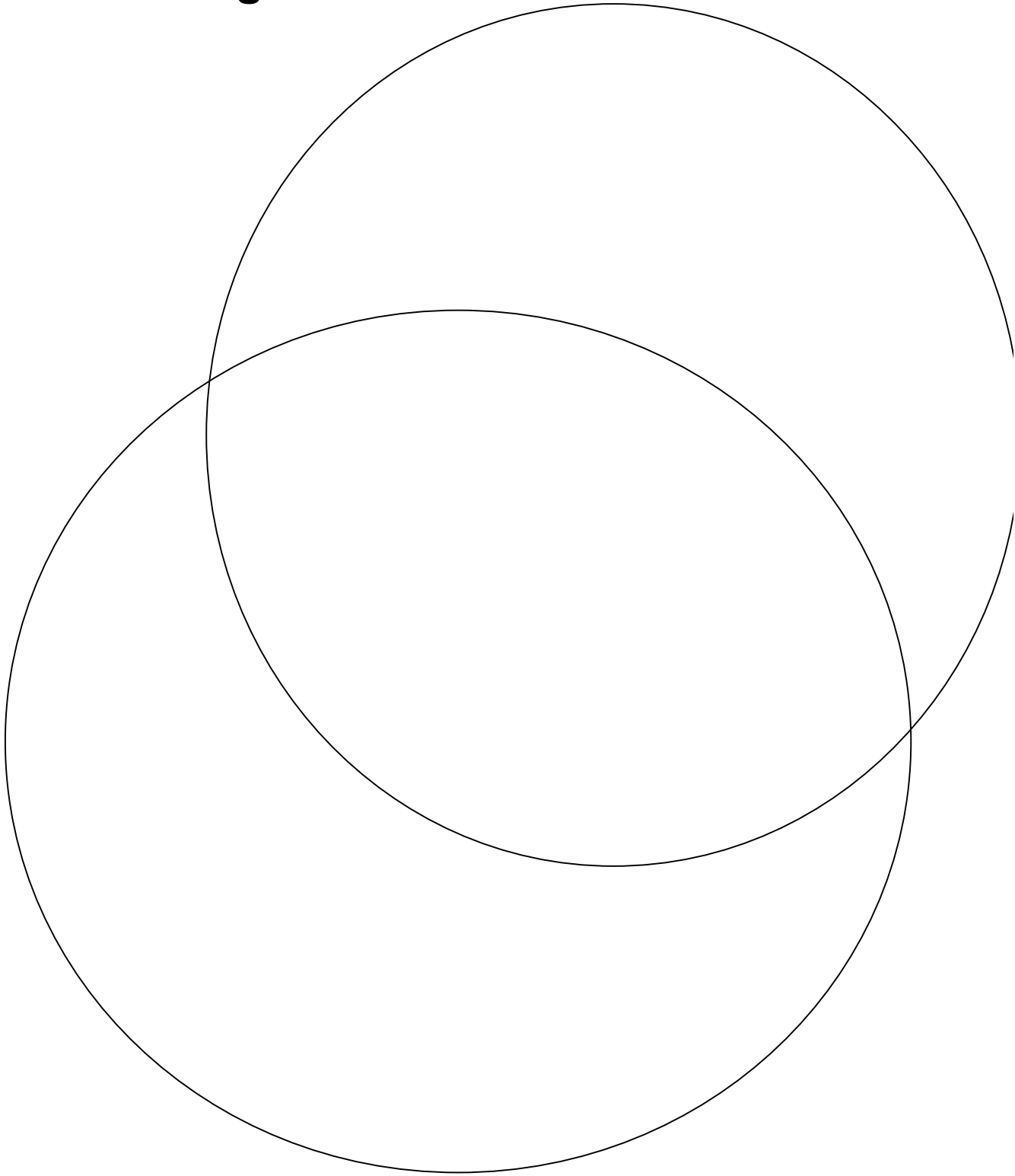
The definition for leaders is to *“develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.”* Father is planning on leaving the family to find work. He knows that having one less mouth to feed will help the family and he hopes to find work and send money home (common good of the family). Mother claims that they are stronger together (common good of the family). Who do you think is right? Do you think that father is being a leader? Do you think there are other options rather than him leaving the family unit to find a good solution for everyone?

Write an informative/explanatory letter to father. Share additional options or suggestions that you have that support the common good of the community (family) without having him leave. Explain how having him there is positive for the kids and for his wife. Introduce your topic clearly. Develop your text with additional details and facts. Conclude with a statement which supports your

3g6 Plot Profile Chart

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1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	0

6g6 Venn Diagram Chart



Character Education at the Markkula Center for Applied Ethics

Character Based Literacy Program

Independent Study Lesson Plan

The Mighty Miss Malone, Week 3



PREPARE

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 Dewey Decimal system?

How do you say, good-bye?

What are the Burma Shave signs/advertisements?

What does it mean to ride the rails?

What is a Shanty Town?

Word Wall Here are vocabulary words to add to the Word Wall.

superstitious (135)	disturbing (135)	recommendation (137)	generous (142)	gorgeous (146)
mortified (149)	wardrobe (149)	speckled (152)	nature (153)	translate (153)
shyster (157)	tenants (157)	interfere (158)	character (161)	acquaintance (163)
strikingly (169)	exquisite (170)	atomizers (170)	apologize (176)	schemes (178)
imagination (187)	obvious (188)	reputation (188)	latrine (190)	percolating (193)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read 135- 204

Character Education at the Markkula Center for Applied Ethics

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Open Mind Portrait

Add to your OMP for Deza. What do you think she is thinking and feeling as she is trying to mourn the loss of her dad leaving? As she is trying to find order? When she reads the letter her mom received? As she re-wrote the letter? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Open Mind Portrait

Add to your OMP for any of the characters. What are they thinking and feeling as they prepare for their move? Say goodbye? And pack to leave. Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Open mind portrait

Add to you OMP for Deza. What is she thinking and feeling as she is trying to decide what papers to take? As she meets the new family? And when she is in the Buick? Add 3-5 new thoughts to your OMP.

Map

Create a map for the family going from Gary, IN to Chicago. Track where the family goes today. How far are they from Flint?

Class Character Profile Chart

Character Education at the Markkula Center for Applied Ethics

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Map

Add to the map you started yesterday. Today add Chicago and Flint.

Map

Add to the map you started yesterday. Today add Chicago and Flint.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

EXPLORE

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

Book shelf drawing

Deza's future is unknown. She doesn't know where she is going to go or what it will be like. She is going into the unknown. Her source of strength is books, knowledge, and school. She is at home with books. Sketch a picture of books. Give them titles based on the qualities and character traits that Deza will need to stay strong and focused.

Postcard

Pretend you are Deza and you need to say goodbye to Clarice. Write her a postcard with a proper goodbye. On the other side draw a picture of what you think your life will be like in Flint, MI.

Burma Shave Poster

Using the information in the background knowledge section of today's lesson. Create your own Burma Shave Ad. Your Ad should be a poster size and have 4-6 rhyming lines to sell the product.

What is important?

Create a suitcase using any medium of your choice or a template is attached. Pretend you are riding the rails to Flint. If you could only take what would fit in that suitcase what would you take? Choose the 10 most important things to you and the 3 most important character traits you have and list them on the back. Write a sentence explaining the importance of each trait on the back of the suitcase.

Collage

Deza is able to start going to school and to the library again. It is a place that she is free and feels at peace. Create a collage of things that represent a place you go to find peace.

Character Education at the Markkula Center for Applied Ethics

Setting Chart

Create a setting chart based on today's reading. Use the chart to write a descriptive paragraph of the stories setting.

Discussion

Key Questions, p. 135-147

1. How is Deza trying to find order? What devices does the author use to help the reader?
2. How does the author's use of tone and mood make you feel when Deza describes the superstitions hitting her family, bad things come in threes? Describe?
3. Mother makes Deza promise she will get up in the morning and study. What is Deza doing with her day? Why?
4. Mother needs a good recommendation letter. Think about things and places you recommend. What are things you would highlight in a recommendation?
5. Why is Deza suspect of Mrs. Carsdale's letter? Do you think she is being fair? Explain.
6. Deza realizes they need to leave Gary, IN. how does she feel about this transition? Do you think the family has other options?

Key Questions, p. 148-155

1. What does the chapter title refer to? Explain.
2. How does Deza react when she learns the furnishings in the house aren't theirs?
3. How does she feel when she learns they are leaving the wardrobe with their measurements?
4. Does your family have anything that signifies growth? Explain.
5. Mother reminds Deza that she has the blood of the Malones and the Sutphens (her family) in her veins, what is she referring too? How does this help her find her strength?
6. What does Deza want her goodbye letter to contain? Why is this hard for her? Have you ever had to say goodbye when you knew you wouldn't be saying hello again anytime soon?
7. What is the symbolism in Jimmie's drawing to Clarice?

Key Questions, p. 156-168

1. What does the landlord do to the family?
2. What are mother's rights as a tenant? What is the landlord's response?
3. Can mother fight it? Who is right in this situation?
4. What is Deza's challenge as she continues to pack?
5. Deza sits with Rosario and they talk about their brothers? What are their similarities and their differences?
6. Mother is angry at Jimmie, what are her concerns?

Character Education at the Markkula Center for Applied Ethics

7. How does Jimmie know Marvin? Can you be friends with someone who is considered a criminal and not be considered one too? Explain.

Key Questions, p. 169-183

1. What does Deza really see when she sees herself in the mirror?
2. Why is mother angry at Jimmie? Should she be grateful?
3. In what ways is she trying to protect him?
4. Would you consider Jimmie a teen of good character? What is he trying to do?
5. Why does Mrs. Carter want to leave? What are her options? Why does she decide to help the family?
6. Mrs. Carter gives mother advice on how to live and things to say/not say when they are traveling, what are the reasons for her distrust? Are they valid? Do you think she is sharing good information? Explain.
7. What can they get at the Shantytown? Why?

Key Questions, p. 187-204

1. What is a place called Wonderful? When will the family know that they have found it?
2. Why is Jimmie surprised at the story mother is telling Stew?
3. Does this change how you view mother? Explain.
4. What are the camp rules? Why are they needed? How do rules affect for the good or the bad of a population?
5. What is the girl's description of school? Why are they happy Deza is there?
6. How did Deza do on her assignments? How did the math teachers attitude affect you as a reader?
7. Deza meets two boys in camp? How are they different? What are they looking for? Describe them?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 138

"The next day as soon as they left I got in bed again. There was a loud knock at the front door. It was Clarice.

'Deza! You look terrible.' Only somebody you share a heart with could say that and not get you upset. I gave her the tragic news about how we were going to have to move to Flint" (p. 138).

Writing Prompt

In today's reading Deza has been hiding from her family and trying to hide from their situation. She is trying to escape. Do you think that is a productive way for her to behave? She says she hasn't read a book in 4 days and she feels like she is starving.

Character Education at the Markkula Center for Applied Ethics

Pretend you are Deza's mother and you know she needs to be up and about studying and being "Deza". Write an explanatory letter to Deza and give her tips and suggestions of things she can be doing right now to help the family and to contribute. Draw on her need for leadership and strength as you write. Introduce the topic clearly previewing what is to follow. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion in your writing.

Key Paragraph, p. 155

"Deza STEERS should have been spelled Deza's Tears.' Jimmie said, it is that corny hand signal you and Clarice give each other about having one heart. And those are two holes where it used to be before it was broken in two. What could I do? I hugged my big brother and choked out, 'Thank you so much. Jimmie, this is perfect' (p. 155)

Writing Prompt

Throughout the novel Jimmie has been portrayed as not very smart, fairly lazy, and not a great decision maker. However, he is talented and caring. Do you think that he is a leader or could be one without proper schooling? Explain.

Write an informative or explanatory text in which you describe the traits of a good leader. Introduce your topic. Support it with relevant details, quotes, and other informative examples. Use appropriate transitions to create cohesion. Conclude with a sentence that supports your topic.

Key Paragraph, p. 162-163

"Since we are not sure what our address in Flint will be, any mail we get in Gary will go to Flint. We'll have to go to the post office there and pick it up. That made this whole moving-to-Flint-story seem a lot realer. And a lot sadder" (p. 162-163).

Writing Prompt

In today's reading they are evicted from their home and have to find a way to get to Flint, MI. Deza is speaking with her mom and reality sets in. She has two choices to be sad or to make the best of her situation. Leaders make hard choices. They have to decide to do and be better when situations are hard.

Write an informatory/explanatory text in which you share a time in your life that you made a difficult choice. What steps did you take to make a bad situation better or difference? Introduce your topic previewing what is to follow. Develop the topic with relevant details quotations and information. Use appropriate transitions to create cohesion. Use precise language. Establish and maintain formal style.

Key Paragraph, p. 175

"Jimmie said, 'What do you always tell me, Deza? The truth is the best way. We just gotta ask her what other choice we have if we're gonna get to Flint and to Pa'" (p. 175).

Character Education at the Markkula Center for Applied Ethics

Writing Prompt

Jimmie and Deza know they need to convince their mother to leave by rail. Jimmie decides that the truth is the best way for them to do what they need to do. How has Jimmie evolved or changed? What brought this on for him? How is he slowly becoming a leader?

Write an explanatory/informative text on Jimmie's transformation. What changes are occurring in him to make him more of a leader to mother and Deza. Think back in the reading for examples. Introduce your topic. Previewing what is to follow. Give details to support your topic. Use transitions to support cohesion in your writing. Conclude with a statement which supports your introduction.

Key Paragraph p. 194

"Everyone who has been on the road for a while comments on how clean this camp is, and it's not by accident. We work hard at keeping it that way. We may be poor but that isn't any excuse to live poorly. Cleanliness costs next to nothing" (p. 194).

Writing Prompt

In today's reading Stew shows Deza the camp and explains the camp rules. She states that we may be poor but that isn't any excuse to live poorly. What do you think she means by that statement?

Write a one paragraph text in which you explain her statement and its meaning to you. Add two to three examples of how you can live with kindness and respect regardless of your income. Introduce your topic clearly previewing what is to follow. Organize your ideas and information using a variety of strategies. Develop your topic using relevant facts, definitions, and quotations.

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

The Mighty Miss Malone, Week 4



PREPARE

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 American roots music? What is American roots music?

How were the hobos treated?

What is hope?

What are the qualities of a great book? (for discussion)

What is a speakeasy?

Word Wall Here are vocabulary words to add to the Word Wall.

twitching (205)	curious (207)	spectacular (208)	calamity (209)	spiritual (211)
explosion (221)	smokestack (221)	carefree (223)	suspect (227)	terrible (229)
bragging (232)	luminescent (233)	imagining (234)	capable (235)	tragedy (238)
absolute (241)	profession (243)	confused (244)	bawled (244)	rumor (247)
swooning (254)	scandalous (254)	impossible (256)	drifting (262)	swollen (264)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Character Education at the Markkula Center for Applied Ethics

Read Read the selection.

Read 205-265

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map

Add to your map depict the locations in the camp and also in Flint.

Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling as she sees and hears her brother sing? As she talks to mama? As she realizes that this was a great night? Add 3-5 thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling when she learns her mother is not checking the PO? As she loses faith in school and reading? When she has her birthday? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Map

Add locations from today's reading

Open Mind Portrait

Character Education at the Markkula Center for Applied Ethics

Add to your OMP for Deza. What is she thinking and feeling when she is lost in her book? Once she gets to the post office? When she hears news of Jimmie? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Map

Add to your map. Add Detroit to the locations on your map.

Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

EXPLORE

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

American Folk Music

Google search American Folk Music and listen to 3-4 songs as a class. Sketch or create a CD cover for a folk album. Based on the reading what story would your CD try to tell?

Plot Profile Chart

Create a plot profile chart for today's reading. On the bottom list 10 key facts. Rate them based on their intensity on a scale of 1-10. Use the chart to summarize today's reading.

Postcard

Pretend you are Deza and you are writing to your father or to Jimmie. Give them an update of where you are right now and how things are going for you and mother. Sketch a picture on the front.

Character Profile Chart

Start a CPC for Jimmie. Add one trait for him to the chart based on what you know about him so far. You will continue working on the chart on day 20 and 21.

Poster

Create a poster for the Genuine, Gentle Jumpin Giant Jimmie Malone. Based on the reading and description create a poster for Jimmie's show. What type of music will be featured? Where is the show? Cost? How can someone get more information?

Character Profile Chart

Based on today's reading list two more traits for Jimmie. Cite examples from the text.

Character Education at the Markkula Center for Applied Ethics

Discussion

Key Questions, p. 205-218

1. How do Jimmie and Deza take care of one another?
2. Deza describes her father and her mother's version of telling a story. Which do you think is more effective?
3. What effect does Jimmie's singing have on the camp? What effect does that have on Jimmie, Deza, and Mother?
4. Deza asks mother to tell her about father and their early life together? What effect does that have on mother?
5. What traits does Deza have that make her special? Explain.
6. Why does Jimmie and Deza consider this the, best night ever?
7. Can you predict what will happen to Jimmie?

Key Questions, p. 219-230

1. Why was the train leaving early? What affect did that have one men in the town?
2. What happened to Jimmie? Where do you think he will go? Why?
3. Why is the camp being broken up? What purpose does that serve? Can you think of a long-term solution?
4. How does the author describe the camp? What does that tell you about the tone and mood? Compare it to yesterday's reading.
5. How does Deza describe the look on the "fresh faces"? What does that tell you about them?
6. Where are Deza and mother going? What happens to them? Is that a positive?

Key Questions, p. 231-239

1. How has having a room helped stabilized Deza and her mother? What has changed for them?
2. Was Deza surprised when she learned her mother wasn't going to the post office anymore?
3. How does having or keeping faith/hope help people?
4. What did Deza realize about the books she was reading?
5. What changed for Deza and school? What are her choices?
6. How does the author depict the tone in today's reading? Cite examples.
7. Who becomes Deza's hero? Why?

Key Questions, p. 240-247

1. How did Deza feel when Mr. Smith referred to her as a credit to her race? Why is that comment considered negative?
2. Who was the letter from? Why did Deza know it wasn't from her father?
3. Deza's reaction when she got home was to cry, why didn't the letter bring her happiness?

Character Education at the Markkula Center for Applied Ethics

4. Mother's reaction was lukewarm. Although she thought it was wonderful the letter did not bring her true joy? What is missing?
5. Saw-Bone catches up to Deza and gives her information about Jimmie, why doesn't she want to share this information with her mother?
6. How has the tone and mood changed in this chapter? Cite examples?
7. What does the phrase, 'when there is a will, there is a way' refer to?

Key Questions, p. 248-265

1. What does the magic lamp of the Forty Thieves refer too? How does this phrase help describe to the setting?
2. How does Deza calm herself? How does her technique help? Explain.
3. How does Deza react to the man who was coming to get her and make her move? Where does her power come from? Is this change significant in her?
4. Why didn't Jimmie want to reach out to their mother? Do you agree or disagree with him?
5. Pa describes the boat drifting (with no anchor) and no one knew for how long, what symbolism is the author using? Page 262
6. Jimmie says that pa left them to finish dying. What did he mean by that?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph p. 215

"No, Deza. It's fine that he stays. He works like a grown man so it's only right that he starts living like one too. Much as I may want to, I can't hold him forever" (p. 215).

Writing Prompt

Part of growing up is being let go. Part of being a leader is walking a path on your own. Why is this concept frightening and scary to people? How can you grow and still be supported?

Write an informative/explanatory text in which you detail how someone can be a leader/grow up but also maintain positive support from others. Introduce your topic. Give details to support your writing. Use transitions to create cohesion. Conclude with a sentence that supports your topic.

Key Paragraph p. 227

"It wasn't like they were worried or feeling sorry for themselves, they had a look of surprise, like they couldn't believe what had happened. You can't know that feeling unless you've had it. One day you're living in your own home, and then it seems like with no warning, the next day you're carrying everything you own in a blaket or a sack or a ratty suitcase while being shooed from one place to another like a fly" (p. 227).

Writing Prompt

Character Education at the Markkula Center for Applied Ethics

In today's reading Deza and her mother are thrust into another change and location. Things are looking up when Deza's mother is able to find them a room to rent. What advice would you give to Deza.

Write an informative/explanatory text in which you give her advice on what to do as they move into their room. Give her strategies to survive. Introduce your topic previewing what is to follow. Give details and examples to show your readers what is coming next. Conclude with a statement that supports your topic.

Key Paragraph, p. 232

"If mother had stopped checking the mail it meant that she had stopped hoping. But, who could blame her? I was pretty close to being there myself" (p. 232).

Writing Prompt

Deza and her mother had survived many challenges and trials and were in a positive and stable place. What are suggestions you can give them to help bring back hope?

Write an informative text in which you share with Deza ways to bring back hope and focus on the positives in her life. Introduce your topic and preview what is to follow. Develop your topic with relevant details. Use appropriate transitions to create cohesion. Conclude with a statement which supports your claim.

Key Paragraph, p. 244

"She didn't act near as excited as I thought she would. She kept looking from the letter to the two five-dollar bills. She flashed her 1-1-1 lines before she said, 'Oh, Deza, isn't this wonderful?' Her heart wasn't in those words. Maybe it was just relief, maybe you can hold on to something bad for so long that when you put it down you don't trust the feeling" (p. 244).

Writing Prompt

In today's reading, positive things start happening for Deza and her mother but neither of them trust what is really happening. Part of being a leader is having a cautious optimism versus blind trust.

Write an explanatory/informative paragraph in which you define the two terms and highlight the differences. Based on what you learn which one is better for a leader to have? Introduce your topic previewing what is to follow. Develop the topic with relevant facts, definitions, and concrete details. Use appropriate transitions. Use precise language.

Key Paragraph, p. 264-265

"Does ma know you're here?"

'I left her a note.'

'Then to hurt him' I said, 'Just like you did.'

'Saw-Bone said you might be here and I had to come tell you we heard from Father! We can go back home and be a family again'" (p. 264-265).

Writing Prompt

In today's reading Deza finds her brother and they are able to catch up and share. Jimmie tells her what he knows about father's accident and she tells him that they have found him. She doesn't necessarily agree with him but wants him to come home. When she talks to him she speaks to him using spite. In most of the reading she has shown much leadership and potential.

Write a paragraph in which you explain to Deza why she should not be spiteful toward her brother. Give her examples of other things she could say or do to prove her point while remaining diplomatic and a leader. Introduce your topic clearly previewing what is to follow. Develop your topic with relevant facts and details. Use appropriate transitions to create cohesion and to clarify relationships among concepts. Use clear and precise language.

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event										
	1	2	3	4	5	6	7	8	9	10

Character Education at the Markkula Center for Applied Ethics

Character Based Literacy Program

Independent Study Lesson Plan

The Mighty Miss Malone, Week 5



PREPARE

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 does it mean to be famous?

What is a poorhouse?

Word Wall Here are vocabulary words to add to the Word Wall.

gorgeous (266)	manager (267)	contract (267)	cavities (270)	joshing (271)
dillydally (283)	nervous (284)	poorhouse (284)	desperate (285)	concentrate (289)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read 266-297

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

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- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Map

Add the locations to your map from today's reading.

Open Mind Portrait

Add to your OMP for Deza what is she thinking and feeling when she is walking through town with Jimmie? When she meets the dentist? When she has her teeth fixed? When she returns home? Add 3-5 new thoughts to your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

Map

Add locations to your map from today's reading, Gary, IN and Michigan.

Open Mind Portrait

Complete your OMP for Deza. What is she thinking and feeling today as she returns to Gary? She learns about the letters her mother has been sending? She finds her father? She realizes her brother is awesome? Add 3-5 thoughts to complete your OMP.

Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

EXPLORE

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

Dentist

Investigate strategies for good oral health. Create a poster that highlights things you can do to have good hygiene and health.

<http://www.mouthhealthykids.org/en>

<http://www.dentalassociates.com/pediatric-dentistry/oral-hygiene-facts-national-childrens-dental-health-month/>

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Poster

Create a poster that highlights the side effects of not caring for your teeth.

Character Profile Chart

Complete the CPC for Jimmie add one more trait for him. Cite examples from the text. You can use the chart to write a character sketch for Jimmie.

Character Profile Chart

Complete the CPC you started on Jimmie. Use your complete CPC to write a character sketch of him based on his character traits.

Discussion

Key Questions, p. 266-278

1. How do people in Detroit react to Jimmie's sister is that counterintuitive to how she thought she would be treated?
2. Describe the lobby of the office. What is Deza's reaction? How does the author convey her emotions?
3. Why did Deza choose to trust the dentist?
4. How does she describe him? How does his kindness affect her?
5. What changes occurred in Deza once her teeth were fixed?
6. How has the mood or tone changed for Deza?

Key Questions, p. 279-297

1. How do Deza and her mother react to their new home?
2. Why doesn't Deza want to know about Dr. Bracy and Mrs. Henderson?
3. How does the librarian react to Deza returning?
4. What clues does mother use to figure out who the letters are from? Why doesn't she share this with Deza before?
5. What condition was father in in the poorhouse? Can a broken spirit be healed?
6. Why doesn't mother want Deza to talk about Jimmie?
7. In what ways does the tone and mood change in today's reading?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph p. 276-277

"I said,
'Mrs. Jones, you like teasing so much you could be one of the Malones.' She said,
'Why, thank you, Miss Malone, it would be an honor to be in your family.' I hadn't meant it as a compliment" (p. 266-267).

Writing Prompt

Character Education at the Markkula Center for Applied Ethics

Deza hadn't meant to compliment Mrs. Jones but it was taken as one. What do you think that Deza meant when she said that to Mrs. Jones?

Write a paragraph in which you explain/inform your reader how perspective can affect a conversation or a relationship. What do you think Deza meant when she said this? Introduce your topic to convey ideas and information. Develop the topic with relevant facts and details. Use appropriate transitions to clarify relationships. Use precise language and vocabulary to inform or explain about the topic.

Key Paragraph, p. 297

"He had heard that hope has wings
But never believed such lofty things.
It took time to set him straight,
To learn hope was an open gate.
Try as he might, he didn't see
That hope lived in his family.
He had learned that hope has wings.
And now he'll live by these joyous things" (p. 297).

Writing Prompt

In today's reading Deza and her mother find Roscoe Malone. In his own way he is a leader and he has returned, although broken.

Write an explanatory/informative text in which you describe the poem he recites and share what you think his meaning is. Give information from the text and examples to support your thoughts. Introduce your topic. Give support and details. Use transitions to convey cohesion. Conclude with a statement that supports your introduction.