Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 1

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who were the Viet Cong?

The Viet Cong were South Vietnamese who fought for the Communists; also known as the "Cong" or "VC" They mostly fought as spies. This made things more difficult for Americans, as they not only had to fight the North Vietnamese Army, but also the Viet Cong, because by the end they had no idea who they could really trust in South Vietnam.

The VC was created by the North Vietnamese Communists to escalate the armed struggle in South Vietnam. In the early 60's, they grew rapidly and by 1964, totaled over 30,000 soldiers.

They wore no uniforms, dressed in the same type of clothing as the locals, and blended into the landscape when their mission was complete, essentially disappearing. The VC would periodically launch hit-and-run attacks on government installations, military outposts and even towns in the south of Vietnam.

Who were the ARVN?

The Army of the Republic of Vietnam (ARVN) was a military component of the armed forces of the Republic of Vietnam (South Vietnam). When the United States began taking full control of the war against the Communists, the role of the ARVN became less and less significant. They were also plagued by continuing problems of severe corruption among the officer corps. Although the U.S. was highly critical of them, the ARVN continued to be entirely U.S. armed and funded. Starting in 1968, South Vietnam began calling up every available man for service in the ARVN, reaching a strength of a million soldiers by 1972.

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

Introduce 5 important, useful words from today's reading.

airborne (4)	infantry (4)	deplane (7)	muggy (7)	barracks (9)

- Define the word quickly and add to the Word Wall.
- Show, say, explain, expand, explode or buzz about the word briefly.

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.

As today is Day 1 of Walter Dean Myers novel *Fallen Angels*, have students look at the front cover and read the back cover. Have students make predictions about what they believe may happen in the novel.

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

Read *Fallen Angels* by Walter Dean Myers, p. 3-15

Setting	Characters	Pages
Airplane from Massachusetts to Anchorage	Richie Perry, Peewee Gates, Judy Duncan	3-5
Anchorage to Osaka	Perry	5
Osaka airport	Perry, Gates, Duncan, Japanese citizens	5-6
Tan Sun Nhut	Perry, Gates, South Vietnamese Workers, Ranger	6-14
Harlem Flashback	Perry, Kenny	14-15

RESPOND

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

Discuss the reading to *fix the facts*: who, what, when, where, and why. Add 3-5 events to the timeline.

Students might mention:

- Richie sits next to Judy Duncan on the flight from Massachusetts to Alaska.
- The plane is half empty before picking up 50 more men in Anchorage.
- Next stop is Osaka, Japan where they are forced to stay overnight.
- Richie tells Judy he wanted to work in a drugstore when he was a kid growing up.
- Richie believes Vietnam is no different than Fort Devens.
- Richie is assigned to the 22nd Replacement Company.
- Peewee Gates from Chicago beats up a much larger Ranger after he is called "boy."

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- Richie doesn't go to graduation, as it doesn't make sense to him anymore.
- Richie can't go to college because he doesn't have money for clothes and needs to help support his mother and younger brother.
- Peewee shares that he likes the Army because he gets the same that everyone else gets.

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

Map
Maps of the United States and Vietnam will be needed during *Fallen Angels*. Each person Richie meets shares where they are from in the U.S. In addition, there are many Vietnamese cities and ports he will be going in and out of.

KWL
Make a KWL chart of the Vietnam War.

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions (p. 3-15)

1. Why does the captain tell Richie when he gets to Nam they'll put him behind a desk in some headquarters?
2. How does Walter Dean Myers use foreshadowing in the next paragraph?
3. What happened on the final hop to Vietnam to make the conversations get quieter and have everybody looking out the windows?

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4. Why was Lieutenant Wilson so concerned about the soldiers staying quiet and in place?
5. Describe what Richie found the weather to be like at the airport of Tan Son Nhut?
6. Why did some of the guys want Richie to kiss Judy?
7. Peewee believes every Vietnamese person he sees is a "Cong." Why do you think that he feel this way?
8. What makes Peewee feel so good about life in the Army?
9. Describe an example of responsibility from today's reading.
10. Predict what will happen next.

Analyze Analyze the key paragraph.

Key Paragraph, p. 14

"How was I going to get the clothes for college? How was I going to get clothes for Kenny so he would stay in school? Mama had said that she'd see to it that Kenny stayed in school if I sent the money for clothes for him. I wasn't saving any money for clothes for him. I wasn't saving any money, the way I figured I would when I first got into the Army, but I figured that might come later if I made sergeant" (p. 14).

EXTEND

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

Richie is reflecting upon his decision for joining the Army. He and his family are very poor and don't have money for clothes so both he and his brother could stay in school. He is concerned that he isn't saving the money necessary, but he remains hopeful that it will happen.

In one argumentative paragraph encourage Richie to maintained hope and believed that everything would work out in the end. Include three reasons why Richie should maintain hope.

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

1. Describe a time when times were tough and you had to maintain hope.
2. What did you do and who helped you during this time?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 2

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is hemophilia?

Hemophilia is a rare, inherited bleeding disorder in which the blood doesn't clot normally. If you have hemophilia, you may bleed for a longer time than others after an injury. You also may bleed internally, especially in your knees, ankles, and elbows. This bleeding can damage your organs or tissues and, sometimes, be fatal. People born with hemophilia have little to none of a protein needed for normal blood clotting.

What is malaria?

Malaria is an infectious disease caused by a parasite, which infects red blood cells. Malaria is characterized by cycles of chills, fever, pain, and sweating. It can be life-threatening. The disease is transmitted to humans when an infected mosquito bites a person and injects the malaria parasites into the blood. The parasites travel through the bloodstream to the liver, mature, and eventually infect the human red blood cells. While in red blood cells, the parasites again develop until a mosquito takes a blood meal from an infected human and ingests human red blood cells containing the parasites. Malaria is a particular problem (and a major one) in areas of Asia, Africa, and Central and South America. Unless precautions are taken, anyone living in or traveling

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to a country where malaria is present can get the disease. Malaria occurs in about 100 countries; approximately 40% of the world population is at risk for contracting malaria.

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

truce (18)	hooch (18)	rowdy (24)	latrine (30)	souvenir (19)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 16-31

Setting	Characters	Pages
Tan Sun Nhut	Guy with three rings, Monroe, Jenkins	16-20
Than Sun Nhut to Chu Lai	Perry, Peewee, Orientation Lt., Jenkins	20-25
Chu Lai	Lieutenant, Johnson, Perry, Peewee, Jenkins	25–31

RESPOND

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

Students might mention:

- Rings wants the guys to make a blood oath.
- Richie tells them he has hemophilia.
- The day room has a ping-pong table and shows news from the States.
- On Richie's 9th day in the country, *Stars and Stripes* writes of truce talks in Paris.
- Richie is less nervous when he first gets in the country.
- Richie and Peewee finally get their orientation lecture letting them know they are not in Disneyland.
- They are warned to take the malaria pills and to stay away from the women, the black market, and dope.
- Richie learns the enemy has many names: Charlie, Victor Charlie, and Vietcong.
- Richie and Peewee make a pact by spitting on their hands and high fiving.
- As they load up for Chu Lai, Jenkins is crying and Peewee and Richie are scared.
- Chu Lai is cooler, but still muggy.
- Jenkins can imitate the sergeant perfectly, causing Peewee and Richie to laugh.
- Richie, Peewee, and Jenkins are heading for the "Deep Boonies."
- Johnson and Peewee talk trash to each other.

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

Map

Continue to add to the maps as Richie meets new soldiers from across the United States and goes to different parts of Vietnam while on mission.

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KWL Chart
Continue to add to the KWL chart, add questions, and fill in answers as you read through *Fallen Angels*.

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 16-31)

1. What makes Peewee feel that he can't trust people to watch his back?
2. When saying "in country" what are the soldiers talking about?
3. Why does Peewee create such an elaborate story for Jenkins about going home early?
4. During orientation, Richie is warned about many things to stay away from. Why is this necessary?
5. If you were Richie and Peewee, how do you think the assignment to Chu Lai sound?
6. After making the pact with Peewee, Richie feels good.
7. Why do you think he feels this way?
8. How does Walter Dean Myers show the reader and Richie that there is danger outside of Chu Lai?
9. What kind of plan does Jenkins father have for him?
10. Why do you think he has this plan?
11. Richie comments that a lot of career guys drink heavily. Why does he feel this way?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 23-24

"The recruiting sergeant said he can't get in no army 'cause they don't be taking no rowdy dudes like him. I figure if they don't take no rowdy dudes, the army had to be pretty cool. If they really meant to be doing a whole lot of killing and carrying n, they should go get them suckers from the projects, 'cause that's all they like to do anyway" (p. 23-24).

EXTEND

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

As Peewee is describing his enlistment into the Army to Richie, he talks about feeling the experience must be pretty cool if they aren't going to allow "rowdy" dudes to join. If you were Peewee, would this be enough for you to join the Army?
What reason would you need prior to enlisting?

Write an argumentative paragraph that explains why Peewee wants to be away from the "rowdy" dude? Provide 2-3 reasons why this seems to really put him at ease and feel better about joining.

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

1. Describe a time in your life when you joined a team, a class, or went somewhere because another person couldn't.
2. Why do you think the absence of that person would make the event that much more enjoyable or worth doing?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 3

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who were The Miracles? Smokey Robinson? The Temptations?

The Miracles were the group most responsible for establishing the Motown sound and featured singer Smokey Robinson, who would go on to become one of America's premier songwriters. During this period, The Miracles were the most popular group on the label. The Miracles' success paved the way for all future Motown stars. The most successful group in black music history was formed in 1961 in Detroit, Michigan, USA, by former members of two local R&B outfits. It was only when they were teamed with writer, producer, and performer Smokey Robinson that the Temptations achieved consistent success. The Temptations were greeted as representatives of the counter-culture, a trend that climaxed when they recorded Whitfield's outspoken protest against the Vietnam War, 'Stop the War Now'.

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

chopper (32)	oozed (32)	concave (41)	sorrow (44)	theology (45)

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READ

Review Review the timeline from the beginning every day.

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

***Fallen Angels* by Walter Dean Myers, p. 32-47**

Setting	Characters	Pages
Alpha Co.	Perry, Peewee, Johnson, Jenkins, Lt. Carrol, Sgt. Simpson	32- 37
on patrol	Sgt. Simpson, Perry, Peewee, Johnson, Jenkins	37-41
supply	Perry, supply guy, Sergeant Simpson, Lt. Carrol	42-43
the hooch	Perry, Lt. Carrol, Monaco, Peewee, Brew, Walowick	43-46
interrogation room	VC, Peewee	46-47
the hooch	Monaco, Bruner, Lobel, Walowick	47

RESPOND

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

Students might mention:

- Richie takes his first helicopter ride.
- The Alpha Company captain tells Richie to hang out for a couple days and he'll look into his medical profile.
- Richie, Peewee, and Jenkins are issued M-16 rifles.
- To this point, Richie has been an "observer" of life.
- Richie and his platoon go out on patrol in the rain.
- Richie believes he can play basketball while in the Army.
- Richie gets injured playing against Fort Monmouth.
- Jenkins is killed by a booby trap while on patrol.
- Lt. Carroll calls Jenkins an angel warrior.
- Lt. Carroll and Brewster talk about theology, school, and God.
- Peewee is surprised that the VC prisoner speaks English.

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

Justice Poster:
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
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- For all of the items in the "Justice" column, have students write one thing they

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can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 32-47)

1. Peewee requests a pistol in addition to his M-16. Why do you think he makes this request?
2. After being assigned his bunk Richie wonders what happened to the guys who had them prior. He is afraid to ask the question. Why do you think so?
3. The platoon leader says, "This is book platoon." What does this mean?
4. Who's the man Johnson refers to when he says, "If the man give me a job back home I wouldn't be doing this job over here?"
5. Why does Peewee like agitating Johnson?
6. What makes Simpson feel that Peewee and Richie could get him killed?
7. Richie notices a change in Sergeant Simpson's voice after the booby trap explodes. Why does the change take place?
8. When the supply guy asks "you got the tags?" What tags is he referring to? Why does he want them?
9. What impact does Jenkins death have on Richie?
10. Richie says he feels numb inside. Why does he feel this way?
11. Why does Lt. Carroll call Jenkins an angel warrior?
12. Lt. Carroll doubts who he is anymore. What makes him have these doubts?
13. Richie decides when he writes to Mama not to worry her and write about Jenkins. Why does Richie make this choice?
14. Why do you think Peewee makes jokes and pushes other people's buttons so much?

Analyze Analyze the key paragraph.

Key Paragraph, p. 35

"'You have to get out of yourself, Perry,' she said. 'You're too young to be just an observer in life.'

I was fifteen, and painfully aware that I was 'just an observer in life.' I didn't want to get into what was going on at home, about how Mom seemed to be falling apart, and how I couldn't think about much else than keeping us together" (p. 35).

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EXTEND

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

Richie has been told by others and acknowledges the fact that he is an observer in life. What do you think being an observer of life means? Think about your life to this point have you been an observer of life or an active participant.

Write a letter an argumentative letter to encourage Richie to be more than an observer in life and to engage as an active participant and not just watch from the sidelines as life passes by. Provide three ways he can step up and take the reins of life to become an active participant to make sure that his family is taken care of and stays together.

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

1. Are you an observer or a participant in your life?
2. How can you be more engaged in your daily life?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 4

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

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What are C-rations?

Commercially prepared meals used in the field at times when hot meals were not available. These meals came in a case containing 12 meals. Each meal was in its own cardboard box, which contained the individual items sealed in cans. A can opener was needed to open the cans. The accessory pack with each meal was sealed in a foil pouch. This site includes details into the contents of the C-rations and how they were used by American soldiers.
http://www.usarmymodels.com/ARTICLES/Rations/crations.html

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

pudgy (48)	eligible (55)	generator (59)	convoy (62)	platoon (63)

READ

Review Review the timeline from the beginning every day.

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

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Read *Fallen Angels* by Walter Dean Myers, p. 48-56

Setting	Characters	Pages
the hooch	Monaco, Bruner, Lobel,	48-50
South Vietnamese Village	Perry, Sergeant Simpson, An Linh, Lobel, Peewee, Lt. Carrol, Johnson, Brunner	50-55
outside the mess tent	Peewee, Perry, Sgt. Simpson,	55-56
the hooch	Peewee, Perry, Letters from Peewee's girlfriend and Perry's mom, Walowick,	56-60
around camp	Perry, Lt. Carrol, Peewee, cook, Capt. Stewart, Brunner	60-63

RESPOND

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

Students might mention:

- Lobel believes taking the Cong to Hollywood, giving them jobs, and making movies would end the war quicker.
- Simpson gets into an argument about whether squirrel hunting is a sport or not.
- "Chieu Hoi" is the program for any Communist who wants to change sides.
- Richie is afraid every time he leaves the hooch.
- Simpson says this is like the Civil War in Vietnam.
- Lobel and Richie give chocolate bars to women and children living in the village.
- Peewee buys a bottle of wine from a woman in the village.
- Captain Stewart is up for major and needs to increase his body count.
- Peewee and Richie are making plans for Hawaii.
- Richie's mom gives Peewee advice about eating native food.
- Peewee believes all hippies are white.
- Johnson takes the Julie Andrews film and a generator to the village to show the film to the children.
- Brew writes a letter to President Johnson requesting better TV sets.
- They watch the silent Julie Andrews movie, providing the voices themselves.
- Richie thinks his father leaving the family impacted Kenny.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
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- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 48-56)

1. Why does Lobel believe the war would end quickly by taking the VC to Hollywood?
2. How is his idea taken by the others?
3. What kind of public relations are the troops doing when they go into the village?
4. What is the purpose of public relations?
5. The people in the village are either very young or very old. Why do you believe this is the case? Where are the others?
6. Why do you believe that Richie was afraid of the rice having poison in it?
7. What makes Lobel believe that guys from New York were supposed to be smart?
8. Walter Dean Myers says Stewart needs to up his body count to become Major. What does he mean by this?
9. Why did Johnson want to show the kids from the village a movie?
10. Richie is thinking about killing. What makes him think about this?

Analyze Analyze the key paragraph.

Key Paragraph, p. 50

"I had never thought of myself as being afraid of anything. I thought I would always be a middle-of-the-road kind of guy, not too brave, but not too scared, either. I was wrong. I was scared every time I left the hooch.

On the way to the chopper I found myself holding my breath. I kept thinking of the noise I had heard when Jenkins got it. By the time we took off I was panting" (p. 50).

EXTEND

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

Richie has realized he is not quite the guy he had hoped he would be in terms of fear. He has found he isn't brave or middle-of-the-road—he is always scared. He is holding his breath and remembering how Jenkins was killed.

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As his friend, write Richie an argumentative letter to persuade him that he has the mental strength to confront his fears and control his emotions even in frightening situations. Provide three ways on how Richie can over handle his fear. Remember the circumstances of his fear—he is fighting a war.

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

1. What is your greatest fear?
2. How can you overcome this fear?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 5

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who was Lee Marvin?

Lee Marvin was an actor who is best remembered for his tough-guy roles in such movies as "The Dirty Dozen" (1967), "The Man Who Shot Liberty Valance" (1962), "Cat Ballou" (1965), "Sergeant Riker" (1968), and dozens of western and military movies (sometimes as the hero and often as a villain).

He had a very successful run as a police detective in the television series "M Squad" (1957-1960). His only Oscar came from his dual role as a drunken gunfighter and his evil, noseless twin brother in the western comedy, "Cat Ballou" (1965). In 1969, he played a drunken gold-miner, Ben Rumson, in the comedy film, "Paint Your Wagon," one of the few films in which he sings. When the song "Wandering Star" from that film was played separately over the radio, it earned him a gold record which surprised him as much as the public.

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

negotiate (62)	battalion (63)	resistance (65)	perimeter (70)	uptight (70)

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READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 57-79

Setting	Characters	Pages
in camp	Perry, Brunner, Capt. Stewart, Peewee, Lt. Carrol	64
in the chopper	Perry, Brunner, Peewee, Sgt. Simpson, Lt. Carrol	64- 66
in the bush	Simpson, Johnson, Brew, Perry, Lt. Carrol	66-67
back to base	Perry, Walowick, Lt. Carrol, Peewee	67-69
the perimeter	Perry, Lobel	69-77
in camp	Sgt. Simpson, TV crew, Lt. Caroll, Bruner, Walowick, Brew, Perry, Peewee, Capt. Stewart	77-79

RESPOND

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

Students might mention:

- Richie's legs feel heavy as he runs for the helicopter.
- Richie has to jump the last 10 feet to the ground when they hit the LZ.
- Lt. Carroll asks Richie about his knee. If it's not 100%, he shouldn't go into combat as it may risk the mission.
- Richie and Lobel are on guard duty from eight o'clock to midnight.
- Lobel believes the only thing real in life is movies.
- Lobel has an uncle that is a movie director.
- Richie joined the Army because he had no other options and wanted to get out of Harlem.
- Lobel warns Richie of taking a role as the good guy everyone likes because he ends up dying saving everybody else.
- Captain Stewart brings a TV crew around and everybody gets interviewed.
- Everyone likes Richie's comment.
- The squad and the camera crew load into Huey choppers and head north.
- The squad comes across a sniper on the patrol.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in

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their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 57-79)

1. Why does Peewee need to remind Richie to memorize a prayer when they get back to base?
2. How does Walter Dean Myers explain the sounds of war on page 66 when he says "all I could hear was the heavy sound of my own breathing"?
3. What is the reason the soldiers constantly discuss going to Hawaii? What is the symbolism?
4. What is the purpose of the LURP team? What do they do?
5. Why does Lt. Carroll want to know what they were doing in Nam?
6. What causes Richie to be uptight while on guard duty?
7. Lobel is always talking about movies and being the star. Why does he do this? What are movies to Lobel?
8. What does Lt. Carroll's comment of "we need to demonstrate what America is about" mean?
9. What do the South Vietnamese people want to do as Sergeant Simpson suggests in his TV quote?
10. In your opinion, which of the soldier's quotes was the best reason? Why?
11. Richie doesn't realize he fired an entire clip. How is this possible?

Analyze Analyze the key paragraph.

Key Paragraph, p. 77

"Lieutenant Carroll said that we had to demonstrate that America stood for something, and that's what we were doing.

Sergeant Simpson said that we were trying to free the South Vietnamese people to do what they wanted to do.

I said that we either defended our country abroad, or we would be forced to fight in the streets of America" (p. 77).

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EXTEND

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

Carroll, Simpson and Richie try to explain to the television crew why we were fighting in Vietnam. Each of their comments is filled with ideas of justice, America standing for something, freeing people to do what they want to do, and defending our country abroad to prevent fighting it in our streets.

In an argumentative paragraph, defend whether or not you believe America should be fighting in Vietnam. Provide three reasons to support your position. Incorporate elements of the Justice Requires Restraint theme.

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

1. Have you ever been on TV, what were you doing?
2. Describe how news can be biased based on who is being interviewed.

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 6

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who was President Lyndon Baines Johnson?

On November 22, 1963, when John F. Kennedy was assassinated, Lyndon B. Johnson or LBJ was sworn in as President. Vietnam was one of two overriding crises that had been gaining momentum since 1965. Despite Johnson's efforts to end Communist aggression and achieve a settlement, the fighting continued.

Controversy over the war had grown dramatically in the U. S. by the end of March 1968 when Johnson limited the bombing of North Vietnam in order to initiate negotiations.

From 16,000 troops at the end of the Kennedy Administration, the U.S. commitment grew to 184,000 troops by the end of 1965 and reached a peak of 537,000 in the last year of the Johnson Administration (1968).

Johnson believed that an all out military effort against North Vietnam would trigger a Chinese or Soviet response that could escalate into a nuclear exchange. Given this logic, action was limited to conventional military force designed to achieve limited and political objectives as opposed to territorial.

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

salve (82)	correspondents (83)	sprawled (85)	orientation (89)	reeling (91)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 80-96

Setting	Characters	Pages
on patrol	Monaco, Johnson, news crew, Brunner, one VC	80-81
mess hall	Peewee, Perry, Lt. Caroll, Monaco	81-82
in camp	Jamal, Perry, Walowick	83-86
flashback to Harlem	Rovers, Police, Perry, two teenagers	86-87
the hooch	Brew, Perry, Kenny, Peewee, Jamal, Johnson, Walowick, Capt. Stewart, Monaco, Brunner	87-96

RESPOND

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

Students might mention:

- Richie realizes he has forgotten to load his weapon.
- Richie reads a copy of The New York Times.
- The article in the Times says a lot of VC were killed north of Saigon and President Johnson says the United States is ready to come to the peace table if the Communists are.
- Richie is shocked that Walowick doesn't know who Jenkins is and how his death had impacted Richie.
- Richie remembers seeing a kid shot while home in New York.
- Richie easily wins 2 games of chess against Walowick.
- Richie is sick and in severe pain. He is on sick call for two days.
- A sergeant in Charlie Company refuses to go out on patrol as he believes that the truce is close.
- Johnson and Walowick get in a fight and Richie is called into Captain Stewart's office as a witness.
- Peewee asks Richie to write a letter to his girlfriend after he receives a Dear John letter.
- Richie is sent out on patrol with Charlie Company because he missed a patrol while he was sick.

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

Maps
Continue to add to maps of USA and Vietnam as Richie meets new soldiers from across the United States and goes to different parts of Vietnam while on mission.

KWL Chart
Continue to add to the KWL chart, add questions, and fill in answers as you read.

Open Mind Portrait
Add bubbles to your OMP of Richie, what has happened in the story to make Richie think, and how has that impacted him.

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 80-96)

1. Why doesn't Richie want to look at the dead VC?
2. Why does the army lie about the number of VC they killed?
3. The army runs off with the dead VC. What is the reason for this?
4. How does Walter Dean Myers show Richie's struggle with death in the quote "I'm glad the game wasn't hard. I didn't want anything hard to do"?
5. What was the problem Richie was dealing with that kept him from sleeping?
6. Walowick starts the fight because Johnson calls him a "cootie." Why is this so upsetting for him?

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7. What feelings is Peewee showing by having Richie write Earlene a letter, even knowing she is already married?
8. Richie is conflicted about God. Why does he feel this way?
9. Why does Lt. Carroll tell Richie not to be a hero when he goes on patrol with Charlie Company?
10. Predict what will happen next.

Analyze Analyze the key paragraph.

Key Paragraph, p.92

"Peewee asked me to write a letter to his girl for him. I had been right about her writing him a Dear John letter, and it really messed him up.

'Every time I get ready to write the damn thing I get messed around,' Peewee said.

'Peewee, I can't write a letter to your girl for you' I said" (p. 92).

EXTEND

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

Peewee has asked Richie to write a letter to his ex-girlfriend, Earlene, in response to a Dear John letter he recently received. Think about the pain he has gone through and everything he is dealing with on a daily basis on patrol as well as interacting with other soldiers in the hooch.

At Peewee's request, write an argumentative letter to Earlene. In the letter, prove that Peewee is going through a tough time since he received the Dear John letter. Provide 1-2 examples to justify your claim. Explain how not being able to concentrate and focus could be dangerous not only to Peewee but also to other soldiers while on patrol.

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

1. Describe a time when you were teased.
2. What is the most effective way to stop a person from teasing you?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 7

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is *Stars and Stripes*?

Stars and Stripes is a daily newspaper published for the U.S. military, Department of Defense, civilians, contractors, and their families. Unique among the many military publications, *Stars and Stripes* operates as a First Amendment newspaper, free of control and censorship. Union soldiers produced the first paper named *Stars and Stripes* in 1861 during the Civil War. *Stars and Stripes* was revived during World War I. Our first edition appeared on February 8, 1918, in Paris during World War II. *Stars and Stripes* published as many as 32 separate editions, with page counts running as high as 24 pages per issue.

Stripes reporters and photographers continued to join American troops in the field. Throughout the Korean and Vietnam conflicts, *Stars and Stripes* published the news. It took not only courage but also perseverance to get the news to the readers, and their staff proved equal to the task over and over again.

What is the GI Bill?

The GI Bill was US federal legislation which created a comprehensive package of benefits for veterans of US military service.

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It offered to veterans a proportion of college tuition fees and other educational costs. Other benefits included mortgage subsidies, which helped veterans to buy homes with relative ease.

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

presence (97)	bandoliers (98)	rucksack (100)	plasma (106)	pacify (110)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 97-111

Setting	Characters	Pages
outside the mess tent	Lt. Caroll, Lobel, Perry, Lt. Doyle, Scotty	97-103
in the field	Dead American Soldiers, Perry, Scotty	103-104
the hooch	Lt. Caroll, Monaco, Brew	104-107
the hooch	Brunner, Monaco, Brew, Peewee	108-110
the hamlet to be pacified	Lobel, Perry, Sgt. Simpson, Peewee, Lt. Caroll, Brunner, Johnson, two Vietnamese women	110-111

RESPOND

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

Students might mention:

- Scotty from Charlie Company helps relax Richie as he goes out on patrol with them.
- Scotty tells Richie that Charlie Company will be the first to stand down and he believes the war will be over by Christmas.
- Richie has 2 bandoliers of ammunition crisscrossed over his chest and another boxful in hand.
- Richie likes the idea of standing down and doing some sight seeing in Saigon and other neighboring cities prior to heading home.
- Scotty tells Richie the only thing he is good at is firing the M-60 machine gun.
- The grass cut Peewee's hands to the point that he thought he walked into a booby trap; it felt like a thousand paper cuts.
- Scotty tells how Doyle avoided the draft for four years before the FBI caught up with him.
- When the fighting started, Richie isn't scared for the first time.
- Doyle calls for Willy Peter or White Phosphorus to be dropped.
- The smell of white phosphorus is terrible and scary.
- They shot into first platoon, into their own men.
- Fifteen of first platoon are killed by their own men.

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- Lt. Carroll gives Richie a black silk jacket to send Kenny for his birthday.
- Monaco tosses a grenade at Brunner, causing everyone in the hooch to scatter.

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

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
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- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 97-111)

1. How does Scotty know that Richie is nervous?
2. What does he do to help Richie relax and feel more comfortable?
3. Why do you think Richie believed he was going to be ok?
4. What do you think the reason was that Lt. Carroll asked Richie if he was okay?
5. Richie says he couldn't sleep because they were all crowding him in. Who was crowding him and why?
6. Richie asks Brew where to find the Lord's Prayer in the Bible. Why does he do this?
7. Why does Richie feel safe at camp, but that anything can happen outside?
8. How can the M-16 feel heavier to Richie than normal?
9. Why do you think he says this?
10. Predict what will happen next.

Analyze Analyze the key paragraph.

Key Paragraph, p. 106

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"I couldn't sleep. They all started crowding in on me. The guy with the plasma taped to his helmet, the sergeant crying. None of them were together in my mind. They just kept coming, one by one. Short movies" (p. 106).

EXTEND

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

Scotty tells how Doyle avoided the draft for four years before the FBI caught up with him. Pretend you are Scotty.

Write an argumentative letter to the FBI persuading them that you are not suitable to be drafted. How would your life change if you were drafted? What would it be like to leave your family and friends? Make up three reasons why the FBI should not draft you.

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

1. Have you ever had a head full of thoughts and memories that kept you from sleeping?
2. Have you ever tried to lie down to sleep, but couldn't turn off your brain and wound up staring at the ceiling?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 8

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the American Red Cross and what do they do?

The number of Red Cross workers in Vietnam and support areas in Southeast Asia peaked at nearly 500 in the 1968-1969 period, at the same time that American troop strength was at its height. The American Red Cross moved its personnel out of Vietnam when the United States withdrew its fighting forces in March 1973. The Red Cross assigned field directors and assistant field directors to military bases and units throughout South Vietnam. Their purpose was to provide counseling and assistance to servicemen and women with regard to personal and family problems, help in emergency situations, and aid with communications to and from home. At its peak in 1969, the Red Cross operated 67 field stations in Vietnam staffed by more than 200 American Red Cross field personnel. Throughout the time, Red Cross workers were in Vietnam. They shared the hardships and dangers of war with the military personnel they were there to serve. Five American Red Cross staff members lost their lives in Vietnam and many others were injured.

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

dignity (112)	notched (114)	investigation (116)	hamlet (119)	ambush (120)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 112-128

Setting	Characters	Pages
the hamlet to be pacified	Lobel, Perry, Sgt. Simpson, Peewee, Lt. Caroll, Brunner, Johnson, two Vietnamese women	112-114
back at base	Cooks, Lt. Caroll, Brew, Lobel, Perry, Kenny, Red Cross workers	114-120
the ambush	Monaco, Sgt. Simpson, Kenny, Lt. Carrol, Brunner, Peewee, Johnson, Walowick	121-127
medical unit	Lt. Carrol, Monaco, Doctor	127-128

RESPOND

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

Students might mention:

- The Vietnamese in the village don't make eye contact with the soldiers.
- The huts are made of bamboo frames and bamboo leaves.
- Peewee and Richie spend time with two women in a hut learning about different salves.
- Earlene sends Peewee a letter saying even though she was married and pregnant, she still loved him.
- Lobel's father sends him a letter asking how he could go into war and kill innocent people.
- Richie gets a letter from Kenny telling him about basketball.
- Two Red Cross nurses are the first American women the men have seen in a long time and the guys keep looking at them.
- Lt. Carroll's body is lifted into the chopper.
- Sergeant Simpson steps up to take charge.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).

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- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 112-128)

1. Why don't the villagers make eye contact with the soldiers?
2. Describe the huts.
3. What do Peewee and Richard learn in the hut?
4. What does Earlene say in her letter to Peewee?
5. What makes Brunner believe that one of the older girls is a VC?
6. Why does Richie feel good about Kenny needing him?
7. Why did Richie get embarrassed when the nurse asks him what he is going to do when he gets home?
8. Richie changes what he wants to do based upon who he's around. Why does he do this?
9. What caused fear for the Richie, the platoon, and Lt. Carroll?
10. How does Walter Dean Myers describe Lt. Carroll being loaded into the chopper?

Analyze Analyze the key paragraph.

Key Paragraph, p. 112

"We were supposed to smile a lot and treat the people with dignity. They were supposed to think we were good guys. That bothered me a little. I didn't like having to convince anybody that I was the good guy. That was where we were supposed to start from. We, the Americans, were the good guys. Otherwise it didn't make the kind of sense I wanted to make it" (p. 112).

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EXTEND

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

Richie is struggling with the fact that the Americans have to try and look like the good guys. He believes the Americans are the good guys. If they are not, then he doesn't know what to make of it.

Why is this so hard for Richie to get past? What about being a good guy is so important for Richie?

Do you feel the same as Richie that being a good person is so important to Americans worldwide?

Write an argumentative paragraph that supports or disproves Richie's idea of why being on the right team or feeling like the good person comes naturally for Americans to the point where we expect to be seen by foreigners as good people. Describe what it means to be an American. Provide three reasons from history that support your argument that Americans strive to be the good guy?

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

1. How is being the good person a right of passage as an American?
2. How can you become more of a good person?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 9

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is reconnaissance training?
Reconnaissance training is going out into the jungle to observe for the purpose of identifying enemy activity.

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

distress (132)	wringing (133)	harsher (134)	escort (139)	sincere (139)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 129-144

Setting	Characters	Pages
back at base	Sgt. Simpson, Perry, Mrs. Caroll, Lobel, Cpt. Stewart, VC prisoner, interrogator	129-136

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the hooch	Peewee, Perry	136-137
base	Lt. Gearhardt, Capt. Stewart, Monaco, Brunner, Peewee, Lobel	137-139
the hamlet	civilian pacification team, Gearhardt, Monaco, Sgt. Simpson, Peewee	139-141
the hooch	Perry, Peewee, Perry's mom, Monaco, Lt. Caroll	141-144

RESPOND

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

Students might mention:

- Everyone is sad over Lt. Carroll's death.
- It takes Richie three attempts to write the letter to Lt. Carroll's wife.
- Lt. Carroll is on Richie's mind; he compares him to Jenkins.
- Lobel believes he is responsible for Lt. Carroll's death and that he is a coward.
- Lobel says he just fired where he thought the Cong were, but he's never seen anything to shoot at.
- Richie watches the interrogation of a potential VC who claims to be a fisherman forced to fight for the VC.
- The prisoner says he's from the 2nd division; he's the fifth to be captured in the last two days.
- Captain Stewart tells Richie he did a good job writing the letter.
- Lt. Gearhart is the new platoon leader.
- Brunner and Lobel are promoted to sergeant, everyone else moves to corporal.
- On patrol in a hamlet, Peewee and Sgt. Simpson watched a Donald Duck movie with some of the villagers.
- While in the hamlet, they watch a pilot bail from a jet that is shot and crashes.
- Peewee gets a letter from Richie's mom.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated

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unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 129-144)

1. What impact does Lt. Carroll's death have on the unit?
2. Why does Sergeant Simpson ask Richie to write the letter to Lt. Carroll's parents?
3. What impression does Walter Dean Myers give you of war when he writes "It seemed to be what the war was about. Hours of boredom, seconds of terror"?
4. Why do you think Lobel believes that he was a coward?
5. Why does Lobel feel that the Cong could sneak out of the country and the U.S. would be fighting for another two years?
6. How was the war and Vietnam different for Richie now?
7. Peewee justifies Lt. Carroll's death as nothing more than "The Man dialed his number." Why is this all he is capable of handling?
8. Why does Richie want to talk about Lt. Carroll's death?
9. Why can't anyone else talk about it or handle it?
10. Why do you think Peewee gets a letter from Richie's mom?
11. What was the reason Richie was sad about his mom's letter to Peewee?

Analyze Analyze the key paragraph.

Key Paragraph, p. 131

"*Dear Mrs. Carroll,*

My name is Richard Perry, and I had the good fortune to serve under your husband. Last night, we ran into heavy fighting in an area we've been trying to protect for some time. Lieutenant Carroll was in the process of getting us out of there safely despite the fact that we had run into more of the enemy than we had expected to, when he was wounded. The medevac choppers got him down to Chu Lai, to the medical unit there, and they tried their best to save him, but could not.

Mrs. Carroll, I know that it is not much comfort to you that your husband died bravely, or honorably, but he did. All of the guys in the squad who served under him are grateful for his leadership and for having known him.

I am sorry to have to write to you under these circumstances.

Yours,
Richard Perry" (p. 131)

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EXTEND

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

Richie is given the difficult task of writing to Lt. Carroll's wife explaining to her that he has died. He tries to make her feel better about her loss, explaining where they were, what was happening as well as the impact that Lt. Carroll had on not only him but the entire squad as well. Richie has done a good job of trying to be empathetic and ease her pain with his kind words and description of what happened.

Write a letter of response by Mrs. Carroll to Richie. Thank Richie for his kind words. In your letter share with Richie details about your life with Lt. Carroll and what plans you had for when he was to come home. Read page 130

Write an argumentative paragraph that explains to Richie how his letter meant helped you feel more at peace. Provide three reasons why his letter brought you peace and closure.

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

1. Describe how you would feel if you were Lt. Carroll's wife.
2. How would you handle the uncertainty of safety if your spouse was fighting a war?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 10

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is communism?

Communism is a theory and system of social and political organization that was a major force in world politics for much of the 20th century. As a political movement, communism sought to overthrow capitalism through a workers' revolution and establish a system in which property is owned by the community as a whole rather than by individuals. In theory, communism would create a classless society of abundance and freedom, in which all people enjoy equal social and economic status. In practice, communist regimes have taken the form of coercive, authoritarian governments that cared little for the plight of the working class and sought above all else to preserve their own hold on power.

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

reputation (145)	sappers (147)	medic (147)	repellent (149)	silhouette (148)

READ

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Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 145-159

Setting	Characters	Pages
base under attack	Sgt. Simpson, Monaco, Peewee, Perry	147-150
still on base	Peewee, Perry, Monaco, Lt. Gearhardt	150-155
long range reconnaissance	Sgt. Simpson, Capt. Stewart, Walowick, Monaco, Nate Turner, Darren Lewis	155-159

RESPOND

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

Students might mention:

- Walowick wants to major in something easy in college.
- Walowick shares his ideas about the news from home in the newspaper.
- Brunner shoots and kills a big rat on Walowick's bunk.
- A rocket hits the camp shaking the hooches, waking and scaring Richie.
- Sgt. Simpson warns of sappers, Vietnamese suicide squads.
- Walowick gets the "Nam Rot" and is sent to the 312th to get treated.
- Richie keeps hearing the Vietnamese agree to a truce for their Tet festival.
- Richie is worried for Kenny as he has a smart mouth and racial tensions are high in Harlem.
- The fighting is picking up as the VC tries to get in place for the Tet holiday.
- The NVA is a regular army with a year of training prior to going south.
- The VC are guerrillas.
- The noises have always scared Richie, back to basic training.
- Richie's squad is put on interdiction patrol, designed to top nighttime traffic.
- Captain Steward volunteers the squad to replace the reconnaissance team that has been wiped out.
- The ambush patrol takes them along a road east of pretty high hills where ARVN is expected to be.
- Gearhart creates a diagram in the shape of an L to show how the ambush should take place.
- Richie forgets to put out the claymore mines.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a

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variety of mediums (newspapers, online sources, etc.).

- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 145-159)

1. How was every noise and every step in Vietnam scarier than going to Canada?
2. How does Walter Dean Myers create an ominous setting on the top of page 148?
3. Why does Captain Stewart want them to be more aggressive in looking for the VC?
4. What does Johnson mean when he says "Wish I was anyplace I could call home. Wherever it is, I'll think more of it next time I get there"?
5. Johnson goes on with this statement: "Vietnam don't mean nothing, we could do the same thing someplace else." What do you think he is saying?
6. What is Richie saying when he says "we didn't talk about it that too much, but we felt it"?
7. Why was it Christmas? Depression?
8. How do the sounds cause the dull headache that comes and goes day and night?
9. Why were the men unsure of Gearhart's orders at the ambush site?
10. Predict what will happen next.

Analyze Analyze the key paragraph.

Key Paragraph, p. 147

"What Brew had said about not having the nerve to go to Canada shook me. Here he was in Nam, getting shot at everyday, afraid of every noise, every step, and yet he had been afraid of going to Canada. It shook me because I knew what he meant. Sometimes standing alone seemed to be the hardest thing in the world to do, even when being in the crowd meant you could be killed" (p. 147).

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EXTEND

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

Richie is shaken by comments made by Brew about not having the nerve to avoid the war by going to Canada, but here he was in Vietnam where he could die at any moment. Richie talks about how difficult standing alone can be even though staying with the group could get you killed.

Richie shares how standing alone is difficult even when it means being safer than being with a group where you could get killed. Do you believe Richie should stand alone safely or join the crowd at the risk of danger?

Write an argumentative paragraph to convince Richie of your position. Provide three reasons to support your answer that will motivate Richie to see things more clearly.

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

1. Have you ever been shocked to hear someone admit they were afraid when you didn't expect it based on their behavior in other situations?
2. Did you stand alone safely or did you join the crowd and risk damage to yourself?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 11

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a Claymore mine?

The Claymore is a directional mine which usually weighs 3-1/2 pounds. The mine contains 700 steel spheres. A command-detonated mine may be employed to attack forward edges, flanks, and rear edges of protective minefields as close-in protection against a dismounted Infantry attack.

The Claymore projects a fan-shaped pattern of steel balls in a 60-degree horizontal arc at a maximum height of 2 meters and covers a casualty radius of 100 meters. The optimum effective range is 50 meters.
http://www.fas.org/man/dod-101/sys/land/m18-claymore.htm

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

fatigues (160)	affirmative (164)	ricocheted (164)	stalling (173)	secure (174)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 160-175

Setting	Characters	Pages
long range reconnaissance	Sgt. Simpson, Capt. Stewart, Walowick, Monaco, Nate Turner, Darren Lewis	160-164
on the chopper	Peewee, Monaco, Walowick, Medic, Pilot, Turner, Lewis, Sgt. Simpson	164-166
the hooch	Monaco, Peewee, Walowick, Johnson, Jamal	167-170
HQ	Capt. Stewart, Perry, Gearhartd	170-172
the hamlet	Major Leff, Capt. Stewart, Sgt. Simpson, Gearhardt, Peewee, Monaco, Walowick, An Linh	172-175

RESPOND

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

Students might mention:

- Richie decides to think about Faye Jackson, a girl from the Virgin Islands.
- They are greatly outnumbered and under attack.
- Lt. Gearhart and Sgt. Simpson disagree on the plan for retreat.
- While loading into the chopper, a weapon goes off, injuring the medic.
- Richie realizes he initially sets the Claymore wrong prior to the VC, changing the direction.
- Monaco's girlfriend asks him to marry when he gets home from Vietnam.
- Monaco gets input from the rest of the squad regarding getting married.
- Everyone starts talking about weddings in their own families.
- Captain Stewart asks Richie what had happened the previous night, if Lt. Gearhart had messed up, and for him to write another letter.
- Richie re-writes the letter to Turner's parents, making him appear more of a hero.
- Lt. Gearhart wants to tell Turner's parent's the truth and not be let off the hook.
- The first hamlet squad works on pacification patrol which has been getting harassed by the VC.
- The harassment of villages and hamlets is an important part of the psychological war.
- Capt. Stewart sends the company to join the 173 Airborne in protecting the village overnight or until the VC are clear from the area.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).

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- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 160-175)

1. Why doesn't Richie want to think of Mama when he is trying to think of something to think about?
2. Who does he think about instead?
3. Why do Lt. Gearhart and Sgt. Simpson disagree?
4. What causes Richie's stomach to cramp and mouth to go dry?
5. Describe what happens at the chopper.
6. Why would Richie and the others turn from the wounded man on the chopper rather than make him feel more comfortable?
7. Richie says it's better "if somebody had to die from the squad that it was a new guy." What is Walter Dean Myers trying to say here?
8. Why does Monaco ask the guys in the squad what they think of him getting married?
9. Richie is concerned about God thinking he's a hypocrite for only praying when he is scared. Do you think he is justified in thinking this?
10. Why does Richie re-write the letter to Turner's parents?

Analyze Analyze the key paragraph.

Key Paragraph, p. 172

"But the only thing I could think about was that I was glad it was Turner, and not me. It wasn't what I wanted to feel, or what I thought I was supposed to feel" (p. 172).

EXTEND

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

Richie is glad that Turner is killed and not him. He acknowledges that he doesn't want to feel this and he doesn't want to think it's how he is supposed to feel but he does, causing him discomfort.

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Write an argumentative paragraph supporting or disapproving Richie's feelings regarding Turner's death. Support your position with a personal example. Write about a time in your own life when you were happy not to be experiencing someone's unfortunate circumstance. Describe the situation, what you were feeling, and why you knew that you didn't want to feel this way.

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

1. What advice would you give Richie?
2. How would you handle Richie's discomfort?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 12

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a coffee urn?

A coffee urn is a large coffee maker and receptacle that allows for making large batches of coffee to serve during banquets or party settings. These can be especially helpful when you need to serve a great deal of coffee and don't have time to make and remake pots of coffee. Furthermore, the coffee urn keeps the coffee warm but tends not to burn it, so coffee can be made several hours before an event.

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

panic (176)	anguish (177)	stench (178)	theories (186)	evacuation (182)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 176-191

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Setting	Characters	Pages
the hamlet	Major Leff, Capt. Stewart, Sgt. Simpson, Gearhardt, Peewee, Monaco, Walowick, An Linh	176-179
inside a hut	Perry, VC soldier, Peewee	180-182
return to base	Perry, Peewee, Capt. Stewart, Medic, Lt. Gearhardt	182-185
preparing to move to Tam Ky	Perry, Jamal, Monaco	185-188
base	Perry, Kenny, Peewee	189-190
new hooch outside Tam Ky	Sgt. Simpson, Lt. Gearhardt	190
night patrol	ARVNs, Sgt. Simpson, Lt. Gearhardt, a battalion of VC	190-191

RESPOND

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

Students might mention:

- The VC reaches the village first, leaving bodies all around.
- Richie says the village is like the one he trained on at Ft. Devens, except the people are real.
- Walowick freaks out.
- All the huts are empty, and some were on fire.
- At least one person from each hut is killed.
- Peewee compares what they saw in the village to the projects in Chicago.
- Richie finds An Linh and is glad she was unharmed.
- Going through a hut, Richie is face to face with a VC who tries shooting him, then hits Richie with his rifle.
- Richie empties a clip of his M-16 into the VC at point blank range.
- Richie vomits after seeing what was left of the VC.
- Peewee shoots a VC who was hiding under a rattan throw mat in the corner of the hut.
- Richie reflects on his killing of the VC.
- Upon arriving back at camp, everyone has a difficult time unwinding.
- Richie is unable to sleep that night.
- Richie shares the story of his confrontation with the VC and how if his rifle had worked, Richie would have been killed.
- Nobody trusts Captain Stewart when he says they are to act as advisers to the ARVN near Tam Ky.
- Lobel believes that Tam Ky is the place where the VC is most likely to attack.
- Richie gets a letter from Mama regarding Peewee.
- Richie dreams of his encounter with the VC except this time his gun works.
- Richie puts the hair growth ointment on his face to make his mustache grow and it makes his face swell up.
- Richie has trouble deciding what to tell Kenny in his latest letter.
- Richie has concerns about the firebases at Tam Ky.

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- The ARVN doesn't seem to be concerned about things working.

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

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
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- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 176-191)

1. How does Walter Dean Myers make the scene in the village and Richie's reaction clear and visual at the end of page 175 beginning of page 176?
2. Why does Walowick freak out?
3. Richie says "I was going to be cool, I had to be." Why does he feel this way?
4. What does Simpson do to control the situation? Richie says if Simpson had not been there, it would have been much worse.
5. Why would the VC mess up at least one person from each hut?
6. Richie can't believe the choppers were coming in. What makes Richie feel this way?
7. How does Richie describe the chopper crews?
8. What has Captain Stewart done for the men to not trust and believe him?
9. Why did the ARVN not expect things to work?
10. Predict what will happen next.

Analyze Analyze the key paragraph.

Key Paragraph, p. 178

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"I think if Simpson hadn't been there, it would have been worse. Much worse. He calmed us down, brought us back to ourselves he let us be human again; in all the inhumanity about us, he let us be human again" (p. 178).

EXTEND

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

Richie gives Simpson credit for helping the men calm down after returning from the difficult mission. Richie believes had it not been for Simpson the situation would have been much worse.

Write an argumentative paragraph explaining how the situation could have been worse. Provide three examples of what could have possibility happened if Simpson wasn't there to calm the men down.

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

1. Who has been there in your life to help calm you down, bring you back from an emotional situation, talk you down, or provide you with a redirection that refocuses you?
2. Describe a person who has calmed you down.

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 13

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are leeches?
Leeches are carnivorous or bloodsucking aquatic or terrestrial worms typically having a sucker at each end.

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

probing (192)	flank (193)	eternity (196)	crouched (202)	trembling (205)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 192-207

Setting	Characters	Pages
night patrol	ARVNs, Sgt. Simpson, Lt. Gearhardt, a battalion of VC	192-197
base	Gearhardt, Jamal, Peewee, Perry, Lobel	197-200

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patrol: 1117 hours	Monaco, Gearhardt, Johnson, Capt. Stewart, Peewee	200-204
the medevac	Peewee, Jamal, Perry, Brew	204-207

RESPOND

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

Students might mention:

- Richie's squad is responsible for cutting off routes the Cong could use to cut off the First Corps, just north of Chu Lai.
- They are supposed to set up an ambush where they think the Cong's route would be.
- Sergeant Simpson wants them to be alert and ready for anything.
- Sergeant Simpson only has 6 more days in Vietnam.
- Richie's mind starts playing games with him.
- Richie cuts a leech off his wrist then waits for an hour that seems like four hours.
- Richie and Peewee are surprised the Charlies got through the kill zone.
- Richie imagines the string of Charlie is endless.
- Fifteen minutes seem like an eternity to Richie as he waits.
- Sergeant Simpson extends for thirty days.
- Action and air strikes are picking up.
- Richie and his crew build a trench in front of their tent.
- The ARVN does most of the night patrols; they claim to get hit by Charlie right out of camp.
- Sgt. Simpson and Capt. Stewart get into a fight over Capt. Stewart volunteering Alpha Company for all the missions.
- Richie gets shot twice.
- Richie is loaded on the chopper with Brew, who dies as they are flying away.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.

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- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 192-207)

1. What does Richie mean when he says, "Near Chu Lai patrols were serious, but away from Chu Lai, in the deep boonies they were dead serious"?
2. Why does Sergeant Simpson say, "Don't think about anything"?
3. Why does Captain Stewart want Sergeant Simpson to extend his stay in Vietnam for three more months?
4. Why is Richie afraid of being left alone on patrol?
5. How did the Charlies go right through the killing zone without tripping the Claymores?
6. Why doesn't anyone want to look at Sgt. Simpson?
7. Why does Richie say "It was as if he had decided to die"?
8. What caused the ARVN to not spend the whole night on patrol?
9. Why does Captain Stewart volunteer Alpha Company for all the missions?
10. How do the members of Alpha Company react to learning Capt. Stewart has been volunteering them for more missions to improve his chances of becoming major?
11. What is the major danger of punji sticks to the soldiers as they land?
12. What is the spider hole? Why are they concerned about them?
13. How does Richie react to getting hit?
14. When the second round hit Richie, what happened to him? How did he feel?
15. Why is Richie remembering the smell of blood from Jenkins?

Analyze Analyze the key paragraph.

Key Paragraph, p. 194

"Don't think. Stop thinking. Stop. Look ahead of me. Don't think, don't daydream. Look. Quiet. Suppose everybody had left except me? I didn't hear anybody. Why was I so afraid of being left alone? It was possible. I knew it was possible" (p. 194).

EXTEND

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

On the night patrol, Richie is struggling with his focus and imagination. He has been instructed to not think; to stay focused and be alert. He is now alone in the jungle and he begins to think, worry, and almost panic.

Write an argumentative paragraph to encourages the Richie to overcome mental roadblocks that interfere with his duty. Include 2-3 reasons why he needs to keep focused.

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

1. Have you ever been somewhere that you felt totally alone or left behind by someone?
2. Were you afraid and what it was you were afraid of?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 14

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are Purple Hearts? Why are they given?

The Purple Heart is awarded in the name of the President of the United States to any member of an Armed Force or any civilian national of the United States who, while serving under competent authority in any capacity with one of the U.S. Armed Services after 5 April 1917, has been wounded, killed, or who has died or may hereafter die after being wounded.

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

banner (209)	clusters (218)	bugle (211)	ambition (211)	ammunition (221)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 208-223

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Setting	Characters	Pages
hospital	Perry, Joe Derby, Judy Duncan, Chaplain	208-217
plane back to unit	Perry, New Marine Recruits	217
landing strip north of Tam Ky	Perry, Peewee, Monaco, Sgt. Dongan, Johnson	217-221
base	Perry, Lobel, Dongan, Peewee	221-223

RESPOND

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

Students might mention:

- Richie hears the zipper and doesn't need to see; he knows what has happened to Brew.
- Richie wakes up not sure where he is.
- Richie learns he is hurt, but not hurt bad enough to be sent home.
- Everybody around the hospital is shined and sharp, and the grounds are well groomed.
- Richie reads books to Joe Derby.
- Richie thinks of Brew a lot.
- An officer harasses Richie for being out of uniform while going to the PX.
- Richie wakes up to find Nurse Judy Duncan checking on him.
- Judy tells Richie about how things in Vietnam are not what she imagined when she was coming in.
- The colonel and the chaplain tell the injured soldiers they are fighting for the right reasons.
- Richie writes another letter to Kenny describing activities they can do together when he returns from Vietnam.
- Richie gets orders to return to his unit.
- Richie finds Peewee who tells him what the unit has been doing in his absence.
- Monaco is happy to see Richie; he tells him that Simpson has gone home.
- Richie and his unit sit in the rain and mud for 7 straight days.
- Richie doesn't want to pray with the chaplain.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they

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can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 208-223)

1. Why does the medic move into Richie's line of vision?
2. What does the orderly in the hospital mean by "you lucky in a way and you ain't lucky in a way"?
3. Why would the concussion be the injury that gets Richie back to the World?
4. How does Richie say the hospital is like heaven?
5. Everyone keeps telling Richie he was lucky. Do you think he was lucky?
6. Why did Richie describe one guy as spit? What do you think of that?
7. What causes Richie to lose his appetite?
8. How does Richie describe his experience in the boonies?
9. What is different about serving as a nurse in Vietnam for Judy?
10. Why is it that Richie cries for Brew even when he isn't thinking of him?
11. Why does Richie puke his guts out?
12. How is it that in four months Richie has seen enough action? Why does he feel this way?
13. How does Richie ask too many questions?

Analyze Analyze the key paragraph.

Key Paragraph, p. 214

"Maybe they were right. I had felt awkward talking to Judy. I was glad to see her, but I couldn't talk to her. The words didn't have the right proportion somehow. There was this feeling that everything I was going to say was either too loud or too strange for a world in which people did normal things" (p. 214).

EXTEND

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

Richie is struggling with feeling awkward seeing Judy. He was glad to see her but didn't know what to say or how to say anything to her. He had been away from civilized people for so long that he didn't know what was appropriate to discuss with Judy.

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Write an argumentative paragraph to encouraging Richie to speak to Judy. Include three reasons why he should speak to her and three topics of what they could talk about.

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

1. Describe a time in your life when you were with someone who you really liked but couldn't find the words to explain your feelings.
2. How were you able to finally break the ice?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 15

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who is General Westmoreland and what did he do?

General Westmoreland took command in Vietnam in June 1964, replacing Gen. Paul Harkins. He was instrumental in raising the level of US forces deployed in Vietnam and in developing the strategies implemented in the region. Westmoreland continuously requested an increase in manpower in Vietnam and President Johnson, who had his own troubles at home, refused to send more troops and finally recalled Westmoreland after he successfully stopped the North Vietnamese Tet Offensive in 1968. He was replaced by General Creighton W. Abrams.

Upon his return to the US, Westmoreland was appointed as Chief of Staff of the US Army. His biggest challenge was to withdraw the troops from Vietnam and ready them for duty in other regions of the world. He was successful in restructuring the Army at a difficult time, but his tactics in Vietnam had become unpopular with some groups in the U.S. He maintained for many years that the policy in Vietnam had been the right one.

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

racket (225)	arc (226)	establish (228)	interpreter (230)	canopy (237)

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READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 224-239

Setting	Characters	Pages
base	Perry, Lobel, Dongan, Peewee	224-228
perimeter	guys from Charlie Co., female VC and her children, Peewee	230-231
base	Peewee, Lobel, sniper, Johnson, Dongan, injured man, Peewee	232-235
small hill overlooking Phuoc Ha Two	Lt. Gearhardt, Black Lieutenant, Jamal, Peewee, Perry, Sgt. Dongan, Col. Hai, Monaco	235-239

RESPOND

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

Students might mention:

- Johnson and Dongan get into a heated argument over Johnson keeping the sixty.
- The squad all side with Johnson.
- Richie believes Sgt. Dongan sounds, looks, and thinks southern.
- Dongan throws a rock, getting the VC to show his head and then kills him.
- The plan for a joint operation with the Marines is cancelled.
- Richie wonders what "maximizing" destruction means.
- Richie gets a letter from Peewee's girlfriend saying she can't wait for Peewee any longer.
- Richie burns the letter.
- Richie also gets a letter from Kenny, letting him know he now has a job working at Kelly's Drugs.
- Kenny tells Richie Johnny Robinson was killed in Vietnam.
- Richie remembers playing basketball with Johnny Robinson.
- Peewee wants to make a doll for a couple of Vietnamese kids.
- The Vietnamese woman uses her child as a mine, which kills the GI.
- Johnson and Walowick said there are no kids in Vietnam, just Congs, mosquitoes and rats.
- There is no way to find VC in the area they are in, due to the dense jungle.
- Richie thinks it funny how an injury inches from crippling or killing a soldier could be such a joke.
- Richie is struggling to keep up; the M-16 feels much heavier than it actually is.

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- Peewee tells Richie of an old coin he has at home in his closet and that Richie can have it if he gets killed.
- Peewee and Richie are wearing flak jackets that are very heavy.
- If Richie gets killed, he wants to go fast, not knowing what hit him instead of lying and screaming in pain.

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

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 224-239)

1. How does Sgt. Dongan sound southern and think southern?
2. What is Walter Dean Myers trying to illustrate when he says "My watch's ticking was louder than my heartbeat"?
3. Why was Captain Stewart concerned about how the squad looked?
4. How was the reaction of other GI's to seeing the child-mine explode?
5. Why did Peewee take the death of the kids and the GI so badly?
6. Why does Richie tell Peewee it's ok to feel bad about what's going on over here? What does he mean?
7. Why does it matter that the ARVN colonel leading the mission is the same one who led an ARVN patrols into an ambush where the entire battalion was killed?
8. Peewee sends the number of the highway to his bookie back home saying he felt lucky. Why does Peewee feel lucky?

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9. Peewee has a bad feeling. How does he respond to this bad feeling?
10. Why does Richie want to die quickly?

Analyze Analyze the key paragraph.

Key Paragraph, p. 234

"There was something about Johnson that was different than the rest of us. There was a knowing about him, as if he had been here before, as if dying and fighting was something he had been born to. When he talked about Dongan, I listened" (p. 234).

EXTEND

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

Richie is thinking about Johnson and how he understands what's going on around them better than anyone else. Richie feels that Johnson is born for his position, and when he talks, Richie listens.

Write an anonymous argumentative statement to the rest of the crew in support Johnson. Provide three reasons/examples of why all the men should listen to Johnson's breakdown in every situation.

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

1. Who have you meet in your life that seems to pick up on things quicker than anyone else?
2. How have they provided clarity for others?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 16

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is napalm?

Fire bomb fuel gel mixture, is a mixture of fuel and gelling solution that are combined to produce a thickened mixture. The fuel gel mixture is stringy and sticky, and readily adheres to most surfaces.

Incendiary munitions can kill or wound by immolation and by asphyxiation. Burn victims of napalm do not experience 1st degree burns due to the adhesive properties of napalm that stick to the skin. Immolation produces very rapid loss of blood pressure, unconsciousness, and death in a short time. Third degree burns are typically not painful at the time, since only the cutaneous (skin) nerves respond to heat and full-thickness (third-degree) burns kill the nerves. Severe second-degree burns such as likely to be suffered by someone hit with a small splash of napalm are the severely painful ones, the ones likely to be survived, and likely to produce hideous scars called keloids.

Word Wall Five vocabulary words to teach and add to the Word Wall.

expression (241)	drawing (242)	suppress (243)	iffy (248)	contingent (243)

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READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 240-255

setting	characters	pages
Small hill overlooking Phuoc Ha Two	Lt. Gearhardt, Black Lieutenant, Jamal, Peewee, Perry, Sgt. Dongan, Col. Hai, Monaco,	240-252
Burning village	Dongan, Monaco, Jamal, Gearhardt	253-255

RESPOND

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

Students might mention:

- Richie and his squad cross over a rice paddy and try to move up a hill
- Sgt. Dongan talked about fighting in the Korean War and how much tougher it was there than in Vietnam
- Capt. Stewart was upset with the Colonel Hai over who gets credit for taking the hill as well as the body count
- The sound of the mortar shells was terrible and made Richie jump
- Richie watched as jets dropped napalm
- Congs were on the hill behind them, and on their flank
- The ARVN were still in the paddies, they were being slaughtered, some panicked
- The jet came back, fired on the wood line and dropped a bomb supporting the ground troops.
- Richie heard the screaming of wounded men, mostly Vietnamese.
- Gearhart tells Richie the main force of the VC is on the hill
- For the choppers to pick up the troops must have control of the village
- Col. Hai and his ARVN troops attacked the village; Richie described it as a suicide mission.
- Richie fired into the village trying to chop down anything he could see
- Richie a grenade into the same window 2 times, once with and once without the pin
- Richie sees 2 Cong soldiers pulling an American into the bushes
- Richie kills one Cong soldiers who was no more than a teenager
- Dongan was killed; 1 of his legs was blown off; the medic put the leg on his chest and wrapped him in a poncho.
- With all the litters full of wounded, the decision is made to burn the dead American soldiers
- Two guys from Charlie Company found one of their guys alive on the dead pile
- They got a flamethrower set fire to the hut and the soldiers bodies stacked inside.

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

Maps
Continue to add to maps of USA and Vietnam as Richie meets new soldiers from across the United States and goes to different parts of Vietnam while on mission.

KWL Chart
Continue to add to KWL chart, add questions and fill in answers as you read through Fallen Angels.

Open Mind Portrait
Add bubbles to your OMP of Richie, what has happened in the story to make Richie think and how has that impacted him.

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
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- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 240-255)

1. Why do you think that Captain Stewart cares about who gets credit for taking the hill and the body count?
2. What does Richie say the reasons for his nervousness and shaky hands?
3. How does Richie describe the silence?
4. Why did Richie describe the attack of the village as a suicide charge?
5. How does Richie describe the attack on the hamlet?
6. How long did the fighting last in the village?
7. Why do the gunships come in before the medivac choppers?

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8. What is the concern over the VC digging up the dead soldiers?
9. Why was Richie afraid of dead guys?
10. How were the soldiers able to dispose of the dead? What did they have to do or not do?
11. What did the ARVN do with their dead?
12. What do you think the guys from Charlie Company did to their friend that was still alive but in dire shape?
13. Why did Richie believe the smell might never leave him? What was so bad about it?

Analyze Analyze the key paragraph.

Key Passage, p. 249

"I was tired, so tired. There was nothing to do but to go on". (249.)

EXTEND

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

Richie is tired, very tired. But the only option he sees is to go on. Quitting is not an option.

Write an argumentative paragraph to Richie to convince him not to give up in this troubling situation. Provide three reasons to support your answer that will motivate Richie to see things more clearly and to keep him from giving up.

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

1. Have you ever been so tired you didn't want to go on but new you had to?
2. How did you find the strength to go on even when you were tired?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 17

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is Graves Registration?

Until the American Civil War, the business of collecting, identifying, and burying dead soldiers was haphazard and, obviously, steeped in countless emotional quandaries. The Quartermaster Department, in addition to keeping the military supplied with equipment, traditionally was responsible for caring for the dead. Bodies were usually buried where they fell, often unidentified, and the cemeteries themselves often remained unmarked. Relatives bore perhaps the greatest brunt of this institutional ignominy—often they never really "knew" what happened to their loved ones, or where they finally lay.

Since the Civil War accounted for more deaths in battle than all of the other American Wars combined, and since so many of the fractured nation's dead were, at heart, civilians—which is to say *non-professional* soldiers— by the end of the 19th century an urgent need for change was in the air.

The Vietnam War, America's longest and most recent large-scale conflict abroad, saw more improvements in the Army's ability to care for its dead. The nature of that war, especially the use of high-mobility, small unit tactics lessened the numbers of unaccounted-for dead. More importantly, better methods of communications and transportation from the battlefield (particularly the use of helicopters) allowed for the

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speedy recovery of remains from the battlefield, often within minutes. Combat units themselves were responsible for initial, on-the-spot recovery in most instances. From that point, remains were brought to two fixed and well-equipped mortuaries in-country, located at Da Nang in the far north, and in Tan Son Nhut, just outside of Saigon. There positive identification was made. New laboratory procedures supplemented traditional identification methodology such as dental and fingerprint comparison.

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

heaving (258)	reversing (259)	underbrush (257)	cease (260)	gale (261)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 256-271

Setting	Characters	Pages
towards the LZ	Gearhardt, ARVNs, Johnson, Cpt. Stewart, Peewee, Jamal	256-261
on the chopper	ARVNs, Gearhardt	262-263
base	Monaco, Walowick, Lobel, Johnson, Jamal, Peewee, Gearhardt, Capt. Stewart	263-271

RESPOND

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

Students might mention:

- Walowick forgets the dead soldiers' tags in the hut that burned down.
- Johnson and Stewart argue about staying put or going forward.
- Peewee has to hit Jamal and pull at him to get to his feet and stop crying.
- Richie and his squad come across a clearing with nearly a platoon of NVA's.
- A jet drops napalm burning through the trees, causing Richie's breath to be sucked away.
- The ARVN officers want the American troops to return to the hamlet so the ARVN troops can get in the choppers and leave first.
- The gunners on the choppers open fire on the ARVN as did the American soldiers.
- Richie and his squad have to fight off the ARVN to load the choppers.
- Richie wants to drink coffee and wants to sleep.
- Richie feels that before he can really get any rest he needs to be out of the boonies for a number of days.
- Monaco thinks he is seeing things. Walowick says the same thing happened to him.
- Richie gets a pound cake and fruit cocktail to celebrate Brew's birthday.

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- Richie wishes he had a wife and kids in the world.
- Richie is concerned that his brother will consider him a hero if he tells what has gone on in Vietnam.

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

Justice Poster
Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 256-271)

1. Why is Peewee concerned with the dead bodies?
2. What are his concerns over not having the tags?
3. Why do Monaco and Richie follow Johnson and not Stewart?
4. How did Jamal get into the state his was in?
5. What was happening to Richie as he ran?
6. Walter Dean Myers continues to have Richie saying he was there or felt outside his body. Why does he keep this going?
7. What causes Richie to be unable to breathe?
8. What did Gearhart plan to do when he had his hands up in the air?
9. Why does Richie want to drink coffee now? Why did he need it?
10. How had the words sleep and rest lost meanings?
11. What do you think happened to Monaco?
12. Why did Gearhart write three letters to his wife? What was he worried about? Why did he give two of them to other soldiers?

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13. Why do you think Richie asks Peewee if he should tell his little brother about what really is going on in Vietnam?
14. Why does Richie worry that he'll think he's a hero?
15. What were the things they thought about the most?
16. How is the body count so high from the last battle?
17. What did Peewee mean when he said "every time we shoot one of them his cousin and uncle die too"?
18. What pride does Captain Stewart ask Peewee of?

Analyze Analyze the key paragraph.

Key Paragraph, p. 257

"Suddenly I wasn't there. It was as if I were out of my body and looking down at us. And then I was back. What the hell was going on? I shook my head. Everything seemed okay again" (p. 257).

EXTEND

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

Richie is concerned that his brother will consider him a hero if he tells what has gone on in Vietnam. Would you consider Richie a hero? Why or why not? **Write an argumentative paragraph supporting or disproving that Richie is a hero. Support your position with three examples.**

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

1. Have you ever had a similar experience to Richie, where you didn't feel yourself?
2. What was the situation? Where were you? What made you feel better?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 18

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are Pitty Pat and Dirty Hearts?

Pitty Pat is a card game that uses matching cards. Five cards are dealt to each player and a heap card like rummy but the card must be matched. The player either draws from the deck to match the heap card or plays from their hand. The object of the game is to play all the cards from your hand.

Dirty hearts is a card game where the lowest score wins. The game is played with four players. The object of the game is to get rid of the point cards to the opponents. The point cards are hearts, one point each and the Queen of spades which is 13 points. Two hundred points is the game limit.

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

kilometer (276)	sector (277)	nondenominational (274)	menacingly (282)	frantic (283)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 272-283

Setting	Characters	Pages
base	Capt. Stewart, Jamal, Gearhardt, Monaco, Peewee, Brunner, Johnson, Chaplain	272-277
Song Nha Ngu River	Brunner, Johnson, Peewee, Lobel, Walowick	277-283

RESPOND

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

Students might mention:

- Gearhart is commanding Richie's squad and two others.
- The next couple days are quiet and boring.
- They play card games of Pitty Pat and Dirty Hearts, betting with names of movie stars and singers written on paper.
- Walowick calls Peewee a welcher.
- The squad sits around talking while cleaning their weapons.
- Some soldiers are cutting the ears off dead Cong and wearing them around their necks.
- Brunner tells the squad they are going on patrol near the Song Nha Ngu River.
- Peewee says if you catch a Vietnamese they will side with whoever captures him.
- Richie hears something in Brunner's voice that suggests he isn't as confident as he makes himself out to be.
- Johnson takes over the squad from Brunner.
- Monaco fires into the water, realizing the Cong are using reeds to breathe in the water.
- Lobel reacts after killing his first man up close.
- Peewee and Richie are assigned checking out the ridge.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

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- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 272-283)

1. Describe how the squad spends their leisurely time.
2. Why do Peewee and Monaco refuse to switch squads?
3. Gearhart questions Peewee if he is speaking for the squad. What is the purpose of his questions?
4. What does Peewee mean when he says to Richie, "You ain't scared over here, you a fool"?
5. What does Peewee say about what would happen if you catch a Vietnamese?
6. How did Richie know they were going on patrol?
7. What made Monaco realize the Cong were in the water using reeds?
8. Why did Lobel react as he did after killing the man?
9. Riche says that the squad had to get Lobel back and give his nerves some peace. How was he going to be able to do this?
10. What do you predict will happen next?

Analyze Analyze the key paragraph.

Key Paragraph, p. 277

"The chopper did the same thing to my stomach. Just the sound of them coming in put me in a panic. My arms and legs felt heavy. My palms were sweating. I didn't want to go out anymore. I had had enough" (p. 277).

EXTEND

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

Richie hears the choppers coming in and it causes him panic. In addition to his mental fear, he's experiencing physical fear as his palms are sweaty and his arms and legs feel heavy. He doesn't want to go out on patrol and says he's had enough.

Pretend you are Richie. Write an argumentative letter to your superior explaining why you can't go on. Provide three reasons to support your statement.

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

1. Have you ever been so afraid that your legs feel heavy?
2. Describe a time when you were most afraid.

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 19

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a spider hole?

A spider hole is U.S. military slang for a small one-person foxhole, often camouflaged so that it can be used for ambushes. A spider hole is typically a shoulder-deep, protective, round hole often covered by a camouflaged lid, in which a soldier can stand and fire a weapon. A spider hole differs from a foxhole in that a foxhole is usually deeper and its design emphasizes cover rather than concealment.

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

possibilities (285)	rammed (287)	alert (290)	desperately (292)	flexed (291)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 284-295

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Setting	Characters	Pages
on the ridge	Perry, Peewee	284-287
spider hole	Perry, Peewee, VC soldier	287-293
to the LZ	Perry, Peewee	294-295
the LZ	Perry, Peewee, Monaco, VC in bushes	295

RESPOND

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

Students might mention:

- Hearing Peewee call his name causes Richie's heart to nearly stop.
- Richie prepares to fight and reflects on what he's heard that Cong do to prisoners.
- Richie and Peewee hear a number of voices and confusion.
- Richie and Peewee hide under an overhang and back up against it, backing into a spider hole.
- The spider hole is a tight fit for 2 men.
- When the flare goes up, the light terrifies Richie and causes Peewee to tense up.
- Richie thinks about what would happen to him if he faked being dead around the Cong.
- In spite of being cramped in, Richie and Peewee share a laugh.
- Richie's mind is playing games with him.
- At daybreak, Peewee sticks his head out of the spider hole to look around.
- Most of the Cong have moved out, but one stayed around looking for his hole (the one Peewee and Richie were hiding in).
- Peewee pulls the Cong into the hole and Richie shoots him.
- Peewee and Richie fight with him in the spider hole.
- They have to rearrange in the spider hole to make room for 3 bodies.
- While crossing the stream, Richie notices Peewee is bleeding.
- Richie and Peewee find Monaco sitting up against a tree.
- Richie realizes that Monaco is covered by hidden Cong.
- Peewee and Richie come up with a plan to rescue Monaco.

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

Justice Poster

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they

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can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 284-295)

1. How does Peewee know what the squad thinks?
2. Why does Richie begin to say a prayer?
3. How could Peewee see millions of Cong in the dark?
4. How did Richie know what Peewee was thinking about the spider hole?
5. What makes Richie believe the Cong were confused?
6. Why did Richie take his watch off and put it back on?
7. How is he feeling?
8. Why are Richie's thoughts drifting to God?
9. Why does Peewee take Richie's hand off the trigger?
10. Why do Peewee and Richie pull the Cong in on top of them?
11. While reaching back into the spider hole for his grenades, Richie grabs the dead Cong. Why does he leave the grenades?
12. How does Walter Dean Myers describe the day as they emerge from the spider hole?
13. How does Richie find a way to get Peewee out?
14. Why does Peewee keep Richie from going to Monaco initially?

Analyze Analyze the key paragraph.

Key Paragraph, p. 286

"The voices were coming up from the stream. We weren't going away from the stream, no way. They were coming nearer. Think. Think. Don't think react." (p. 286).

EXTEND

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

Richie hears the voices upstream, as he was going away from the stream. The voices were getting closer. He talks to himself to think, then changes to not thinking, but reacting to what happens. Richie is using self-talk to help him get through difficult times. This is how he handles pressure and tries to manage his fears.

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Pretend you are Richie. Write an argumentative statement that encourages other soldiers to use self-talk to get through a difficult circumstance. Use the example in today's reading to support your statement.

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

1. When you're scared or unsure of what is going on around you, how do you calm yourself down?
2. What do you say to yourself to regain your confidence and re-center yourself? Do you have something specific you say?

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Character Based Literacy Program 60-Minute Lesson Plan
Fallen Angels, Day 20

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Where is the Apollo Theatre?

The Apollo is the central theatre on Harlem's main commercial street, and its position reflects its central role in Harlem's culture. The building opened its doors to African Americans for the first time on January 26, 1934. That year, the long-standing weekly talent show called "Amateur Night at the Apollo" was born, and one of its early winners was the young Ella Fitzgerald. These Wednesday night shows became legendary, not only for the individuals and groups discovered there (including Lena Horne, Sam Cooke, the Orioles, Marvin Gaye, James Brown, and many others) but also for the highly sophisticated and critical audience that attended. Many performers—including Brown, Moms Mabley, B.B. King, and Clyde McPhatter—recorded live albums at the theatre; these recordings document the Apollo's trademark performer-audience dialogue.

In addition to introducing a vast number of rising stars, the Apollo quickly became a vital stop for any black entertainer, and virtually every major African American musical act performed there at least once—as did several white acts (notably Buddy Holly), who often were booked because they were assumed to be black.

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

veered (297)	corridor (300)	residue (302)	adhesions (305)	shrapnel (306)

READ

Review Review the timeline from the beginning every day.

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

Read *Fallen Angels* by Walter Dean Myers, p. 296-309

Setting	Characters	Pages
the LZ	Perry, Peewee, Monaco, VC in bushes	296-297
the chopper	Perry, Peewee, Monaco	297
hospital unit	Perry, Peewee, Monaco, Celia Vilas, Doctor, Judy Duncan	297-307
the plane home	Peewee, Perry, the stewardess, a fat man	308-309

RESPOND

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

Students might mention:

- Peewee and Richie sit and watch Monaco waiting for the chopper and the chance to kill the Cong surrounding him.
- Peewee, Richie, and the gunners on the chopper gunned down the VC that held Monaco hostage.
- After loading Peewee and Monaco into the chopper, Richie got shot again as he attempted to get in himself.
- Monaco tells Richie how he got captured by the Cong.
- Monaco thanks Richie for saving him.
- Richie dreams about the Apollo Theater and watching the Shirelles perform with Peewee.
- Peewee finds Richie in the hospital two days later.
- Peewee tells Richie he is going home in two weeks.
- Peewee tells Richie if his physical injuries are not enough to be sent home he should play crazy.
- Richie feels he could live with a limp, but doesn't want to go back to the boonies.
- Richie has the cast on his leg for two weeks.
- Richie feels the true counts and the *Stars and Stripes* counts are off.
- Richie asks for a personnel sergeant to look up Judy Duncan.
- Richie learns he and Peewee will be leaving on the same plane.
- Judy Duncan had been transferred to a field hospital and was killed.
- Richie turns away from watching the caskets getting loaded onto the plane.
- Peewee is shaking over not being in the Nam anymore.
- Richie thinks about being on patrol in the boonies and of his friends who were killed.

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- Richie prays that God will take care of all his friends.

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

Justice Poster
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- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

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

Key Questions (p. 296-309)

1. Why was Richie more concerned with the health and welfare of Peewee and Monaco?
2. What was the one thought going through Richie's mind?
3. Why does Monaco make promises to God?
4. What did the Cong do that scared Monaco?
5. How did Richie describe his feelings for Monaco, Peewee, and Johnson?
6. What advice does Peewee have for Richie?
7. Why does Richie believe he isn't going back to the war?
8. Why did Richie, Peewee, and Monaco do a lot of crying and drinking before Monaco went back to the boonies?
9. Why does Monaco not come back in to say goodbye before he leaves?
10. How does Walter Dean Myers describe what Monaco, Peewee, and Richie were feeling?
11. Why did the doctor ask Richie if he had volunteered for combat?
12. How many Purple Hearts had Richie won?
13. What did *Stars and Stripes* describe battles as?
14. How were the numbers in *Stars and Stripes* off from what Richie saw in the hospital?

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15. What was President Johnson's take on the bombing of Vietnam?
16. Richie says it wasn't the injuries that kept them bent over. What was?
17. When did Richie finally start to relax? Why?
18. Why did Richie's mind wander to being on patrol in the boonies?

Analyze Analyze the key paragraph.

Key Paragraph, p. 300

"'That's good,' I said, straining to see Monaco's face, to see if he was telling the truth.

'Hey, Perry, I go to split,' he said. He was crying again. 'I been sitting here trying to think of something to say about … you know … you and Peewee saving my life and all….'

'No big deal, man,' I said. 'We all got lucky.'

'No, I was dead, Perry. I was actually sitting there with that Cong gun right on my ass and I was dead. You know, when it went down, when you and Peewee opened up on the gun, it was like I was brought back to life. I was dead and I was brought back to life again.' (p. 300).

EXTEND

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

Monaco is trying to find the words to say "thank you" to Richie after he and Peewee saved his life. Richie tries to downplay the situation, but Monaco is really trying to find the words to show his appreciation. He would not have made it had it not been for the efforts of Richie and Peewee.

Pretend you are Manaco. Write an argumentative letter to Richie and Peewee that proves they saved your life. Support your claim with three reasons.

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

1. When have you been stuck and not able to get yourself out of an unfortunate situation?
2. When has someone reached out a hand to help you when you were down?

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