

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963*, Introduction



#### Summary

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*The Watsons Go to Birmingham - 1963* (1995) is an engaging young adult novel. Written by the previously unknown author Christopher Paul Curtis, it won the Newberry Honor and the Coretta Scott King Honor in 1996.

In this powerful and humorous novel, readers meet the Watsons: your typical "Ward and June Cleaver" household. However, there are two major differences in the famous TV Land family and the one created by Christopher Paul Curtis. The Watsons are African-American and the seemingly carefree 1950s era of "Leave it to Beaver" has been replaced by the turbulent 1960s.

Most of the book is hilarious, told from the viewpoint of 10-year-old Kenny. The story takes readers from a safe-haven in Flint, Michigan, to a world turned inside out in race-torn Birmingham, Alabama.

#### Content Warnings

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This lesson plan includes a discussion of the Civil Rights Movement and the September 15<sup>th</sup>, 1963, 16th Street Baptist Church bombing where four young teenage girls were killed when a bomb went off during Sunday school. These topics might cause emotional and heated discussions.

#### English Learner Connections/Support

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##### Observation Chart

- Collect pictures of The Civil Rights Movement and the 1960's; you can find these by doing a Google image search.
- These images will be mounted on heavy paper or card stock together in groups of 2-3 pictures, making 5-6 total charts.
- Laminate them so you'll be able to use them when you teach *Watsons Go to Birmingham* again.
- Post the visuals of around the classroom about 5-6 charts.
- Under or next to each series of pictures will be a blank piece of paper. On this paper, have students either:
  - Ask a question
  - Make a comment
  - Make a prediction or create a sketch per group.
- Students will work in pairs or in groups of three. Have groups initial what they put on the chart, or you can assign them each a different colored pencil to write in so you can monitor which group does what.

- If you are in an institution setting where students cannot work in groups or get out of their seats, then pass the charts around the room to them.

## Film Resources

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*A Christmas Story* has two scenes that are nearly identical to ones that are described by Christopher Paul Curtis. The scene selection and time are provided in the lesson plans for you.

On page 18, Christopher Paul Curtis describes Byron's lips looking like a giant rubber band before they snapped away from the mirror. Additional visual support for this sketch can be found by watching a clip of *A Christmas Story* when Flick puts his tongue to the flagpole during recess. Chapter 7 16:03-19:46 will nearly match the scene that Christopher Paul Curtis describes.

Using page 47 sketch the description of Kenny and Joey as they walk to the bus stop in: "a couple T-shirts, a couple of sweaters, a couple of jackets and a couple of coats, plus gigantic snow pants that hung on your shoulders by suspenders, plus socks and big, black shiny rubber boots that closed with five metal buckles". Additional visual support for this sketch can be found by watching a clip of *A Christmas Story* as the mother is bundling up Randy prior to going to school. Use Chapter 6 12:13-13:50 of the film this will nearly match the scene that Christopher Paul Curtis describes.

In addition a great film reference for the September 15<sup>th</sup> 1963 bombing of Sixteenth Street Baptist Church is the HBO documentary by Spike Lee, *4 Little Girls*.

## Final Writing Assignment

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The final writing assignment asks students to reflect on a time in which they had to make a decision that reflected justice and then write an argumentative essay in which they defend their choice and describe how it promoted justice.

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 1*



### Outcomes for Today

#### Standards for Writing:

**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.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What is the Empire State Building?

Built in 1930 the Empire State Building is a nearly 1500 feet tall, with observation decks at the 86th and 102nd floor. It is recognized as a National Historic Landmark.

[http://www.esbnyc.com/tourism/tourism\\_history.cfm?CFID=35786598&CFTOKEN=55970453](http://www.esbnyc.com/tourism/tourism_history.cfm?CFID=35786598&CFTOKEN=55970453)

In today's reading, Kenny says he had on so many winter clothes that he'd have survived being thrown from the Empire State Building.

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

|                |             |            |             |              |
|----------------|-------------|------------|-------------|--------------|
| delinquent (2) | huddled (3) | igloos (5) | mumbled (8) | wobbled (10) |
|----------------|-------------|------------|-------------|--------------|

### READ

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

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As today is Day 1 of *The Watsons Go to Birmingham – 1963*, have the students read the back cover, look at the front cover, and then make predictions.

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

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**Read p. 1-10**

| Setting                                  | Characters                                                                              | Pages |
|------------------------------------------|-----------------------------------------------------------------------------------------|-------|
| Inside the house on the couch, Flint, MI | Joetta, Byron, Wilona (Mom), Daniel (Dad), Aunt Cydney (on the phone), Kenny (Narrator) | 1-6   |
| In the driveway of the Watson's house    | Byron, Kenny, Mom and Dad                                                               | 6-10  |

## RESPOND

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

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Students might mention:

- The Watson family is huddled on the couch in their Flint, Michigan house during a terrible cold spell.
- Momma was the coldest as she was raised in Alabama.
- Byron is 13 years old, a juvenile delinquent who thinks he's too cool.
- On the Channel 12 news the family learns the temperature will be below zero the next four to five days.
- The Atlanta weather will be in the 70's.
- When Momma hears the weather report she wants to head home.
- Dad starts cracking jokes at Momma's ex-boyfriend Moses "Hambone" Henderson's expense.
- The Watsons call their 1948 Plymouth the Brown Bomber.
- Kenny and Byron are sent outside to scrape the ice from the Brown Bomber.
- Kenny explains how he "survived a blizzard" by Byron and his friend Buphead.

## EXPLORE

**Analyze** Analyze the key paragraph.

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**Key Paragraph, p. 1**

"It was one of those super-duper-cold Saturdays. One of those days that when you breathed out your breath kind of hung frozen in the air like a hunk of smoke and you could walk along and look exactly like a train glowing out big, fat, white puffs of smoke. It was so cold that if you were stupid enough to go outside your eyes would automatically blink a thousand times all by themselves, probably so the juice inside of them wouldn't freeze up. It was so cold that if you spit, the slob would be an ice cube before it hit the ground.

It was about a zillion degrees below zero" (p. 1).

## EXTEND

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

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This passage from today's reading is filled with dynamic and engaging details that really draw the reader in. Christopher Paul Curtis uses metaphors, figurative language, and imagery to make the reader feel like a part of the story.

**In 1-2 paragraphs, make an argument for Christopher Paul Curtis' use of metaphors and imagery in the passage (above) describing the cold.** Why are his techniques effective? What other techniques could he have used? Would they be more or less effective at describing the cold? Use examples from the text as well as instances from your own life to contribute to your claims. When you have completed your assignment, upload it to the online forum of your choice (Blog, Google Docs, etc.).

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

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 2*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### Who was Narcissus?

A character from Greek mythology, Narcissus is remembered for having come to a pool to quench his thirst, seeing his reflection in its smooth surface, and falling in love with it. Since he could not obtain the object of his love, he died of sorrow by the same pool. The nymphs grieved him, including Echo. But when they prepared his funeral pyre, they could not find his body. Instead they found the flower that today bears his name. It is told that Narcissus still keeps gazing on his image in the waters of the river Styx, in the Underworld.

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

|           |               |            |            |             |
|-----------|---------------|------------|------------|-------------|
| numb (11) | tortured (13) | thaws (15) | cruel (16) | popped (17) |
|-----------|---------------|------------|------------|-------------|

## 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.

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**Read p. 11-19**

| Setting                               | Characters                        | Pages |
|---------------------------------------|-----------------------------------|-------|
| In the driveway of the Watson's house | Byron, Kenny, Mom and Dad         | 6-15  |
| The Driveway                          | Joetta, Kenny, Byron, Mom and Dad | 16-19 |

## RESPOND

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

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Students might mention:

- Byron and Buphead sprayed Kenny's face with snow and ice as part of the Blowin' Snow section of "How to Survive a Blizzard".
- Kenny was not going to let Byron fool him again.
- Byron was calling Kenny; it sounded like "Keh-ee! Keh-ee! Hel'.... Hel'....!"
- Kenny found Byron with tears on his cheeks, boogers running out of his nose, and his mouth frozen on the mirror.
- Joey started to cry when she saw Byron.
- Dad couldn't keep from laughing; Momma didn't see anything funny, though.
- Dad cracked jokes, calling Byron "Hot Lips" and "Last of the Red Hot Lovers".
- Momma tried pouring water on the mirror trying to free Byron's lips from the mirror.
- The water made a cracking sound and froze solid when it touched the mirror and Byron's lips.
- Momma and Dad didn't know what to do next.
- Momma decided to try to warm Byron's face with her scarf.
- Momma gave Byron's head a good hard snatch. After a scream, Byron's lips stretched a mile and then they finally let go.
- Kenny tries tease Byron by saying his newest comic book hero will be called the "Lipless Wonder".

## EXPLORE

**Analyze** Analyze the key paragraph.

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**Key Paragraph, p. 13**

"I moved closer. I couldn't believe my eyes! Byron's mouth was frozen on the mirror! He was as stuck as a fly on flypaper!"

I could have done a lot of stuff to him. If it had been me with my lips stuck on something like this he'd have tortured me for a couple of days before he got help. Not me, though, I nearly broke my neck trying to get into the house to rescue Byron" (p. 13).

**EXTEND**

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

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**Write an argumentative paragraph arguing in favor of Kenny's choice to help his brother instead of "[doing] a lot of stuff to him" while his lips are stuck on the mirror. How does his choice reflect justice? Remember that justice requires restraint and making choices that respect the rights of all. Support your claim with your own personal opinions as well as evidence from the text.**

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

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 3*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

### Who was Langston Hughes?

Langston Hughes was a writer and poet. His life and work were enormously important in shaping the artistic contributions of the Harlem Renaissance of the 1920s. Unlike other notable black poets of the period, Hughes refused to differentiate between his personal experience and the common experience of black America. He wanted to tell the stories of his people in ways that reflected their actual culture, including both their suffering and their love of music, laughter, and language itself. He died at the age of 65 of prostate cancer.

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

|              |               |              |               |              |
|--------------|---------------|--------------|---------------|--------------|
| flunked (20) | humorous (24) | bunched (25) | punctual (28) | raggedy (29) |
|--------------|---------------|--------------|---------------|--------------|

## 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.

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**Read p. 20-31**

| Setting          | Characters                                        | Pages |
|------------------|---------------------------------------------------|-------|
| Clark Elementary | Larry Dunn, Buphead, Ms. Henry, Mr. Alums         | 20-25 |
| Leaving school   | Buphead, Byron, Kenny                             | 25    |
| The bus stop     | Kenny, Byron, and Buphead                         | 25-28 |
| The bus          | Kenny, Bus Driver, Larry Dunn, 2 strange new boys | 28-31 |

## RESPOND

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

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Students might mention:

- Larry Dunn was the king of kindergarten to fourth grade at Clark Elementary.
- Byron was a god at Clark Elementary.
- Larry Dunn believed the 50 cents he lost yesterday hooked up with someone else's and became the dollar Kenny found.
- The teachers began treating Kenny differently, which caused him to make enemies with the other students.
- Miss Henry had Kenny read aloud in Mr. Alums' 5<sup>th</sup> grade class.
- Mr. Alums makes a point to this class the importance of being able to read well.
- Kenny was so nervous he didn't realize Byron and Buphead were in Mr. Alums' class until he was preparing to read.
- Seeing them caused Kenny to drop the Langston Hughes book he was supposed to read.
- Mr. Alums embarrasses and ridicules Byron before Kenny reads.
- Kenny was afraid he was going to get beat up by Byron and Buphead after school.
- Kenny was shocked to find that Byron wasn't going to beat him up but was actually proud of him.
- Kenny believed he would have been teased a lot more about his eye if it wasn't for Byron.
- Byron gave Kenny advice regarding his lazy eye and dealing with people.
- Kids at Clark Elementary School called Kenny "Cockeye Kenny".
- Kenny was going to send off for Learn Karate in Three Weeks for when Byron is no longer at Clark.
- Kenny would get picked on while riding the bus when Byron would ditch school.
- The bus driver would leave kids who were late for the bus in order to teach them to be punctual.
- Two polite new boys got on the bus; Kenny believes one is his personal saver.

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- Larry Dunn imitated the new boy and made everyone on the bus laugh. Then he threw an apple at the new boy.

## EXPLORE

**Analyze** Analyze the key paragraph.

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### Key Paragraph, p. 25

“He punched me kind of soft in the arm and said, ‘At least you oughta make ‘em pay you for doin’ that mess. If it was me they’d be comin’ out they pockets with some foldin’ money every time they took me around.’

I couldn’t believe it. I think Byron was proud of me!” (p. 25).

## EXTEND

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

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Kenny was shocked by Byron’s reaction. He was expecting and prepared for a beating from both Byron and Buphead. It dawned on Kenny that that Byron was actually proud of him, a reaction Kenny couldn’t believe happened.

Pretend you are Byron. **Write an argumentative letter addressed to Kenny that claims you are proud of him. Use words and phrases that you would expect the character to use, and make sure to support your stance with relevant details from the text. Provide a counter argument (when was a time when you were not proud of your brother?) and conclude your letter with a reiteration of your stance.**

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

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 4*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What is radioactivity?

Radioactivity is the process whereby unstable atomic nuclei release energetic subatomic particles. Radioactive decay is the process in which a material will spontaneously emit energetic particles; it is useful in estimating when a particular atom will decay.

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

|              |                |              |                     |           |
|--------------|----------------|--------------|---------------------|-----------|
| scooted (33) | jabbering (33) | yakking (34) | reinforcements (38) | fort (41) |
|--------------|----------------|--------------|---------------------|-----------|

### 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 p. 32-41**

| Setting       | Characters                     | Pages |
|---------------|--------------------------------|-------|
| Kenny's class | Kenny, Rufus Fry, Mrs. Cordell | 32-34 |
| School Yard   | Kenny, Rufus, Cody Fry         | 34-36 |
| Kenny's House | Kenny, Rufus, LJ Jones, Byron  | 36-41 |

## RESPOND

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

Students might mention:

- Rufus Fry was introduced to Mrs. Cordell's class.
- Rufus thought Kenny's name was Poindexter causing everyone in class to laugh and embarrassing Kenny.
- Kenny shared his lunch with Rufus who shared it with his brother Cody. Rufus asked Kenny about his lazy eye.
- Rufus talks with Kenny about squirrels, hunting and eating them.
- Kenny enjoyed playing with Rufus because he didn't mind being the Nazi dinosaurs.
- LJ Jones used to play dinosaurs with Kenny but he stole a bunch of them.
- LJ and Kenny fought the World's Greatest Dinosaur War Ever.
- LJ convinced Kenny to bury the dinosaurs to avoid the radioactivity.
- Kenny was prepared for the trick to happen as they were leaving for Banky and Larry Dunn's fort.
- Kenny didn't think of the dinosaurs again until 9pm.
- When Kenny went out to look for the dinosaurs he found the dinosaur graves empty and the dinosaurs gone.

## EXPLORE

**Analyze** Analyze the key paragraph.

**Key Paragraph, p. 36-37**

"This saver stuff wasn't going anything like I thought it was supposed to. Rufus started acting like I was his friend. In the morning on the bus he'd always come sit next to me, and Mrs. Cordell put his regular seat next to mine in school. Every day at lunchtime he followed me out to the playground and ate half of my second sandwich, then sneaked the other half to Cody. He even found out where we lived and started coming over every night around five-thirty" (p. 36-37).

## EXTEND

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

Kenny describes the beginning of his friendship with Rufus and how Rufus started working his way into Kenny's life and they began spending time together all day. Many friendships have unique beginnings. Some friends we are not prepared for and they work their way into our lives.

Pretend you are Rufus. **From his perspective, write an argumentative letter in which you claim that you are indeed already friends with Kenny, whether or not he recognizes it. What are the traits of a true friend? Do you see yourself friends with Kenny 5 years from now? 10 years from now? Use evidence from the text to support your view. Also, be sure to incorporate words and phrases that you believe this character would use.**

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

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 5*



### Outcomes for Today

#### Standards for Writing:

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### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### Where is Flint, Michigan?

Flint is located in Genesee County along the Flint River about 60 miles northwest of Detroit. It is the fourth largest city in Michigan. The city was founded in 1819 by Jacob Smith, a fur trader, and was incorporated in 1855. The city's landscape and culture is dominated by the auto industry.

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

|             |             |             |             |              |
|-------------|-------------|-------------|-------------|--------------|
| peeked (43) | pliers (45) | drowsy (48) | tugged (49) | bundled (49) |
|-------------|-------------|-------------|-------------|--------------|

### 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 p. 42-51**

| <b>Setting</b>                              | <b>Characters</b>         | <b>Pages</b> |
|---------------------------------------------|---------------------------|--------------|
| School bus                                  | Kenny, Rufus, Larry Dunn  | 42-44        |
| The Fry house                               | Kenny, Cody, Rufus        | 44-45        |
| Kenny's house                               | Kenny, Momma, Rufus, Cody | 45-46        |
| Joetta's classroom                          | Kenny, Joey               | 47-49        |
| Watson house and on the way to the bus stop | Kenny, Momma, Joey, Byron | 49-51        |

## **RESPOND**

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

Students might mention:

- Kenny enjoyed playing with Rufus since he didn't have to worry about getting his toys stolen.
- Kids started staying away from teasing Kenny and turned their attention towards Rufus.
- Kenny believed Rufus had two things wrong with him: the way he talked and the clothes he wore.
- Larry Dunn brought up Rufus and Cody's clothes on the bus, making everybody laugh, including Kenny.
- Kenny left the extra lunch Momma packed for Rufus and Cody on the swing set.
- Kenny takes a pillowcase full of dinosaurs to Rufus' house hoping to make amends with him.
- Rufus sent Kenny away telling him he thought Kenny was his friend but in reality he's like everyone else.
- As Kenny leaves he remembers how much he hated riding the bus prior to making friends with Rufus.
- Momma walked Rufus and Cody home the next day after getting off the bus.
- Later that afternoon Rufus and Cody came to Kenny's house.
- Kenny apologized and Rufus accepted.
- Kenny and Joey were the warmest kids at Clark Elementary because Momma was born in Alabama and didn't know anything about the cold.
- They wore so many clothes they couldn't put down their arms.
- The other kids would tease them with, "Here come the Weird Watsons doing their Mummy imitations" but only when Byron wasn't around.
- After getting to school Kenny would help get Joey out of her clothes.
- Joey asked Kenny to talk to Mom about not wearing so much clothing.
- Kenny had trouble getting Joey's shoe out of the boot.
- The next day Joey asked Momma not to wear so much as she was the "laughing stock of the morning kindergarten."

- Byron tells Kenny not to complain about helping Joey because he was the same way when Byron had to take care of him.
- Byron says he'll help Kenny out with Joey.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

### Key Paragraph, p. 44

“‘I thought you was my friend. I didn’t think you was like all them other people,’ he said. ‘I thought you was different.’ He didn’t say this stuff like he was mad, he just sounded real, real sad. He pulled Cody out of the doorway and shut it” (p. 44).

## EXTEND

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

---

Rufus tells Kenny how disappointed he felt when he laughed on the bus. Rufus believed Kenny would behave differently than the others, but, in this instance, Kenny realizes he has taken Rufus’s friendship for granted.

Think about a time you took someone for granted. Or maybe, you were taken for granted instead. Have you ever had a similar situation?

Pretend you are Rufus. **Write an argumentative letter claiming how you thought he would have your back in any situation, but were disappointed to learn this was not true. Why were you disappointed with him in this situation? How would you have acted differently? Does his choice show justice or injustice? Remember, justice requires restraint and making choices that respect the rights of all.**

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

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 6*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What was the Miracle Worker?

*The Miracle Worker* tells the story of Anne Sullivan, the teacher who brought language and compassion into Helen Keller's dark, silent world.

Drawing heavily from letters written by Anne Sullivan in 1887, as well as from Helen Keller's autobiography, William Gibson constructed a drama around the events that took place when Helen Keller and her teacher, Anne Sullivan, first met in the 1880s. The exchanges that take place in *The Miracle Worker* are all derived from factual events that Gibson has woven together to construct a fluid, emotionally real, depiction of the "miracle" Anne Sullivan was able to work: teaching Helen Keller language.

Initially written for television, *The Miracle Worker* by William Gibson first aired in 1957.

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

|                 |              |                |                  |           |
|-----------------|--------------|----------------|------------------|-----------|
| hypnotized (54) | crammed (54) | frostbite (56) | windbreaker (61) | carp (62) |
|-----------------|--------------|----------------|------------------|-----------|

## 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 p. 52-63**

| Setting                      | Characters                               | Pages  |
|------------------------------|------------------------------------------|--------|
| On the way to the school bus | Kenny, Momma, Joey, Byron                | 52-54  |
| To and from School           | Momma, Rufus, Kenny,                     | 54- 56 |
| School Yard                  | Larry Dunn, Kenny, Rufus, Buphead, Byron | 56-63  |

## RESPOND

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

Students might mention:

- Kenny and Joey have to practice making the surprised face before Byron will share his story with them.
- Byron tells Joey and Kenny a story that the trash trucks are really collecting frozen bodies of people from the South.
- Momma bought real leather gloves with rabbit's fur lining two pair each.
- If you lost the first pair the second were worn kindergarten-style.
- Kenny pulled a trick on Momma to give Rufus his extra pair of gloves so they could both get in the snowball fights.
- Kenny's second pair of gloves were stolen at school.
- Larry Dunn had a pair if rabbit lined gloves shortly after Kenny's were stolen, except his were black.
- Larry Dunn was giving Super Maytag Washes since he got the new gloves.
- Kenny told Byron and Buphead that Larry Dunn had stolen his gloves.
- Byron grabbed Larry Dunn and took Kenny's gloves back.
- When Kenny didn't hit Larry hard enough, Byron hit Kenny.
- Byron used The Great Carp Escape as his way to throw Larry into the fence over and over.
- Kenny wishes he hadn't told Byron about the gloves.

## EXPLORE

**Analyze** Analyze the key paragraph.

**Key Paragraph, p. 47**

"With a Maytag Wash you had to go through all the different cycles that a

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washing machine did, and even though when Larry gave you a Maytag all of the cycles were exactly the same each part had a different name and the wash wasn't done until you went through the final spin and had snow in every part of your face" (p. 47).

### EXTEND

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

---

Everyone has a Larry Dunn in his/her childhood: someone who picks on, teases, and/or makes fun of you (or others).

**In 1-2 paragraphs, write an argumentative explanation as to why these 'Larry Dunn' characters are harmful in a child's life. What can they do to change their bullying habits? Have you ever had an experience with a bully like Larry Dunn? What kind of lasting affects stick with someone who has been bullied? Feel free to research bullying and its impacts, as well as integrate your own personal experiences in your paragraphs. Conclude by explaining what you believe to be the lesson in this story. Then go through a final editing process and revise your work.**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 7*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### Who was Eliot Ness?

To many, the name Eliot Ness conjures visions of Al Capone, tommy gun fights and the all-knowing crime fighter portrayed by Robert Stack in the black & white TV classic series, "The Untouchables." That character is largely a myth. Nevertheless, the accomplishments of the real Eliot Ness were no less fascinating.

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

|                 |                 |                |              |               |
|-----------------|-----------------|----------------|--------------|---------------|
| parachutes (65) | strangling (67) | scrunched (72) | traitor (72) | squirmed (73) |
|-----------------|-----------------|----------------|--------------|---------------|

### 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 p. 64-74**

| Setting      | Characters                | Pages |
|--------------|---------------------------|-------|
| Watson house | Byron, Kenny, Momma, Joey | 64-74 |

## RESPOND

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

---

Students might mention:

- When Byron got caught lighting matches, Joetta cried and begged to keep Momma from burning him.
- Momma told the Smokey the Bear story again; making Momma and Joey get sad and sobby but Byron and Kenny thought it was funny.
- Momma swore the next time he put the family in danger she would burn him.
- After hearing Byron lock the bathroom door, Kenny peeked through the keyhole.
- Byron was pretending to make a movie called Nazi Parachutes Attack America and Get Shot Down over the Flint River by Captain Byron Watson and His Flamethrower of Death.
- He was really setting fire to little toilet paper parachutes, dropping them into the toilet and flushing them.
- Momma wondered why the toilet was flushing so much.
- Momma pushed Kenny out of the way and busted down the bathroom door like Eliot Ness.
- Momma had a tight grip on Byron's neck causing Kenny to feel sorry for him.
- Joey tried convincing Byron to run and hide, as she believed Momma was going to burn him this time.
- Joey stood between Momma and Byron, protecting her big brother.
- Momma tried to convince Joey she really didn't want to hurt Byron but teach him a lesson.
- Momma got Joey's approval by appealing to her religiousness.
- Byron finally woke up, tried to run but Momma caught him by tackling him and sitting on his chest.
- Joey blew out the matches 5 times before Momma finally gave up trying to burn Byron.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 67**

"I felt kind of sorry for Byron because Momma hadn't let go of his neck and, even though he was a lot older, we could tell he was just as scared as me and Joetta. He

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kept pretending he was Daddy Cool, though, and the only way you could tell he was scared to death was by looking at his eyes” (p. 67).

### EXTEND

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

---

Today’s reading we see a different side of Byron. He was afraid of Momma but tried to keep up the “Daddy Cool” façade. Even though he tried to appear calm, his eyes told the truth of how scared he really was. In today’s reading, Byron was not the God of Clark Elementary who played protector to Kenny by giving Larry Dunn a beating during The Great Carp Escape in yesterday’s reading. Think about your life own experiences related to this incident.

Today, make a comparison between the two different sides to Byron’s personality: the side that would be willing to beat someone up to protect his younger brother, and the other side that is afraid of Momma. Which side shows the most justice? Remember that justice requires restraint and making decisions that respect the rights of all. **Write 1-2 argumentative paragraphs claiming which side of Byron’s personality exhibits the most justice. How is being true to oneself a kind of justice? If you were Byron’s younger brother, which side of his personality would you prefer? Use the juxtaposition of these two sides of Byron’s personality to allow your reader a window into the character’s complexity.**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 8*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What is welfare?

Welfare encompasses those government programs that provide benefits and economic assistance to low-income Americans.

It can also be defined as financial assistance to impoverished Americans, which is supplied through the taxes paid by other Americans.

One of the main goals of welfare is to improve the quality of life and living standards for the poor and underprivileged. Welfare help is usually extended to groups other than just the poor and underprivileged such as the elderly, the disabled, students, and unpaid workers, such as mothers and caregivers.

Welfare programs available in the United States include: Medicaid, Food Stamps, Supplemental Security Income (SSI), Housing and Urban Development (HUD) programs, Temporary Assistance for Needy Families (TANF), Head Start, Work Study, and Medicare.

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

|               |                   |           |             |               |
|---------------|-------------------|-----------|-------------|---------------|
| whacking (76) | arrangements (76) | peon (76) | pouted (77) | generous (81) |
|---------------|-------------------|-----------|-------------|---------------|

## 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 p. 75-85**

| Setting                  | Characters                 | Pages |
|--------------------------|----------------------------|-------|
| Watson Home              | Momma, Byron, Kenny        | 75-76 |
| Mitchell's Grocery Store | Mr. Mitchell, Kenny, Byron | 76-80 |
| Ally next to Mitchell's  | Byron, Kenny, Pigeon       | 80-85 |

## RESPOND

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

Students might mention:

- Momma sent Kenny and Byron to the store for groceries without money; the boys believed the family was on welfare.
- Byron throws a fit about eating welfare food, then Momma tells him he has eaten it before and didn't even know it.
- Mr. Mitchell explains to Kenny that his family is not on welfare but that his father has made arrangements to pay all at once.
- Byron tells Kenny the welfare food they'd previously had was milk made from powder and cheese that came in a big loaf.
- A week later, Byron shared Swedish Crème cookies and green apples with Kenny.
- Kenny figured out that Byron signed for the cookies at Mitchell's store.
- After killing the bird with a Swedish Crème cookie, Byron threw up and then cried, which surprised Kenny.
- Byron blamed his sickness on the green apples.
- Byron surprised Kenny again by burying the bird and making a Popsicle cross.

## EXPLORE

**Analyze** Analyze the key paragraph.

**Key Paragraph, p. 85**

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“Leave it to Daddy Cool to kill a bird, then give it a funeral. Leave it to Daddy Cool to torture human kids at school all day long and never have his conscience bother him but to feel sorry for a stupid little grayish brown bird.

I don’t know, I really wished I was as smart as some people thought I was, ‘cause some of the time it was real hard to understand what was going on with Byron” (p. 85).

### EXTEND

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

---

Byron is quite a complex character. He surprises his own brother on a regular basis with his actions, which seem unpredictable. Today he kills a bird then gives it a funeral. This shocks Kenny since he sees his brother being mean to kids at school and living without remorse. Consider your life story – how is it similar or different to Kenny or Byron’s?

**Write an argumentative paragraph in which you argue that your life story is either similar or different than Kenny or Byron’s life experiences in *The Watsons Go to Birmingham*. Does your personality have many sides? Are you a complex person like Byron? Or are your words and actions more consistent and predictable? Use evidence from the text as well as your own personal experiences to enhance your claim.**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 9*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What is a Conk?

The term “conk” is actually short for congalene and it was a concoction made of potatoes, eggs, and lye. Though there were commercial products available, most men used a homemade mixture. African American men in the early to mid half of the last century wore their hair in this style by essentially relaxing it and styling it, usually in a pompadour; combing the sides of the hair back and curling the top over itself. The conk later gave way to the Afro, only to be replaced by other chemical processes among men like the Jheri Curl.

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

|               |             |               |               |              |
|---------------|-------------|---------------|---------------|--------------|
| linoleum (87) | banned (90) | tolerate (95) | executed (98) | drifted (98) |
|---------------|-------------|---------------|---------------|--------------|

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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 p. 86-99**

| Setting                                          | Characters                                        | Pages |
|--------------------------------------------------|---------------------------------------------------|-------|
| Kitchen table at the Watson Home                 | Momma, Kenny Byron, Joetta                        | 86-90 |
| Kenny and Byron's room, downstairs, the bathroom | Kenny, Byron, Dad, Momma, Joetta, and Grandmother | 90-99 |

## RESPOND

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

---

Students might mention:

- Byron tries to sneak back out after finding Momma in the kitchen.
- Byron had gotten a konk, a process, a do, a butter; his hair was reddish brown, straight, stiff and slick looking.
- Momma was very upset with Byron for getting his konk.
- Joey tried to get Byron to wash the stuff out of his hair before their Dad gets home to no avail.
- Dad's solution was to cut all of Byron's hair off.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 98**

"Byron stepped into the living room with a real mean scowl on his face. Not only had dad cut all of Byron's hair off, he'd also shaved his head! By's head was so shiny it looked like it was wet" (p. 98).

## EXTEND

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

---

In today's reading Byron has Buphead konk his hair, turning it reddish brown, straight, stiff and slick looking. Momma nearly has a heart attack when she sees it, but didn't discipline him; she leaves that for Dad to do when he comes home. Much to Byron's disappointment, Dad takes clippers and a razor to Byron's new hairstyle and shaves it all off.

Pretend you are Byron. **Write an argumentative speech that will be presented to your parents explaining why you konked your hair and why you think they ought to let you keep it. Be logical in your approach. Give at least two good reasons for you to keep your hair konked. Provide a counterargument and be sure to conclude with a reiteration of your claims.**

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 10*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### Who was Clutch Cargo?

Clutch Cargo took the term-limited animation literally. In fact, in a creative cost-cutting measure, there was almost no real animation at all. But it didn't matter to the viewers. This cleverly written, and beautifully drawn series is fondly remembered by many of its original fans.

There were 52 Clutch Cargo adventures. Serialized in five five-minute chapters, they made up 26 half hour shows. The first four chapters ended in cliffhangers, with the fifth chapter wrapping up the adventure.

A simple Google search will take you to a site where you can show a sample clip of a Clutch Cargo at the Toon Tracker site.

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In today's reading Kenny complains that Clutch Cargo was the worst cartoon ever made.

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

|                   |              |                |              |                |
|-------------------|--------------|----------------|--------------|----------------|
| engineering (101) | chrome (101) | pinnacle (103) | squint (106) | squealed (109) |
|-------------------|--------------|----------------|--------------|----------------|

## 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 p. 100-109**

| Setting                    | Characters                                           | Pages   |
|----------------------------|------------------------------------------------------|---------|
| Outside and around town    | Kenny, Dad, Byron, the Brown Bomber, Mr. Johnson     | 100-105 |
| Living room, early morning | Daddy, Kenny                                         | 106-107 |
| In the driveway            | The Brown Bomber, Momma, Daddy, Byron, Kenny, Joetta | 108-109 |

## RESPOND

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

Students might mention:

- Kenny says Momma and Dad started acting real strange after the phone call with Grandma Sands.
- Dad and the kids started driving around Flint buying things for the Brown Bomber.
- Dad hides his toothbrush to keep the kids from using it for other purposes.
- Kenny and Dad discuss his growing of a mustache.
- While Dad was off running errands, Kenny and Joey watched cartoons.
- When he returned Dad turned off the TV and told everyone to come outside with their eyes shut for a surprise.
- Dad continued keeping up the surprise charade by covering it with a towel.
- The surprise he had was a drive-around record player.

## EXPLORE

**Analyze** Analyze the key paragraph.

**Key Paragraph, p. 104**

"Then Dad pulled one of his famous tricks on me. He said, 'Kenny, look!' and pointed out in the hallway. Even before I could think my head turned around and I followed Dad's finger. When I saw nothing and looked back Dad was smiling a mile a

minute, acting like he hadn't done anything but I noticed that his toothbrush was gone. I let him know he didn't fool me" (p. 104).

### EXTEND

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

---

Kenny fell for another of his Dad's tricks: "Hey look over there." Kenny tried resisting this trick, but, before he even knew what happened, Dad cleverly hid his toothbrush. Do you have any family stories about your Dad or any other family member pulling a prank, joke, sleight of hand or trick? If so, how does this person make you feel when they play tricks on you? Annoyed? Loved? Humorous?

**In a paragraph describe a trick that someone played on you and, in a second paragraph, argue whether or not you enjoyed it. Was it humorous? Embarrassing? Did it affect the relationship between you and the person who pranked you? Use words and phrases that are appropriate to the audience. Also, be sure to provide a counterargument somewhere in your second paragraph. Conclude your work with a reiteration of your stance.**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 11*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What was the TT AB-700 Ultra-Glide?

From the mid-50's to the early 60's, Chrysler made the dream of listening to records while in the car a reality with two versions of in-car phonographs. The original Highway Hi-Fi was released in the fall of 1955, for model year 1956—a factory option in the full Chrysler Corporation line of vehicles: Chrysler, Dodge, Plymouth, DeSoto and Imperial. These record players pre-dated 8-track and cassette decks which were years ahead of CD and MP3 players.

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

|                  |                 |                 |              |                   |
|------------------|-----------------|-----------------|--------------|-------------------|
| vibrations (110) | imitating (111) | precisely (111) | dazzle (112) | haphazardly (112) |
|------------------|-----------------|-----------------|--------------|-------------------|

## 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 p. 110-120**

| Setting         | Characters                                           | Pages   |
|-----------------|------------------------------------------------------|---------|
| In the driveway | The Brown Bomber, Momma, Daddy, Byron, Kenny, Joetta | 110-120 |

## RESPOND

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

---

Students might mention:

- Dad starts putting on a show as he introduces the family to the TT AB-700 Ultra-Glide.
- Joey played along with Dad pretending she was Momma's Mom.
- Dad pretended he was a radio disc jockey dedicating the first song to Momma on the AB-700 Ultra Glide.
- Each of the kids got to play four songs each. Kenny chose "Yakety Yak" all four times.
- Momma and Dad then kicked the kids out of the car so they could listen to their "mush-ball" singers.
- Momma broke the news that the family was going to drive to Alabama and Byron would stay with Grandma Sands for the summer.
- Momma explained that Byron was going because instead of improving his behavior he got worse.
- Momma told Byron how things would be different for him in Birmingham.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

### Key Paragraph, p.118

"You've cut school so much that Mr. Alums has come here three times to see what's wrong with you, you've been lighting fires, you've been taking change out of my purse, you've been in fights, you had that trouble up at Mitchell's Food Fair, you had that...that...problem with Mary Ann Hill, you set mousetraps in the back yard for birds, you fell out of that tree when you were trying to see if that poor cat always landed on its feet, you got that conk, you joined that gang...There's just too much Byron. We can't have all this nonsense going on" (p. 118).

## EXTEND

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

---

Byron has been getting into trouble because of the poor choices he continues to

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make. Pretend you are Byron, who, faced with many absences and detentions, decides to write to the principal of the school. **In a 1-2 paragraph letter, argue that one of your many offences should be forgiven. Explain the situation in detail and provide reasons as to why it should be excused. Be sure to include all five W's; Who, What, When Where and Why. Don't forget to use a formal tone and language that is appropriate to convince your principal. Provide a counterargument, but be sure to conclude with a reiteration of your stance.**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 12*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What was the Lawrence Welk Show?

It was one of television's most enduring musical series, *The Lawrence Welk Show*, was first seen on network TV as a summer replacement program in 1955. Initially the critics were not impressed; the show went on to last 27 years. The format was simple: easy-listening music, what was referred to as "champagne music," and a "family" of wholesome musicians, singers, and dancers.

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

|               |                   |                 |              |                |
|---------------|-------------------|-----------------|--------------|----------------|
| whether (122) | temptations (123) | hillbilly (126) | dimple (127) | precious (128) |
|---------------|-------------------|-----------------|--------------|----------------|

### 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 p. 121-130**

| Setting         | Characters                   | Pages   |
|-----------------|------------------------------|---------|
| Driveway        | Kenny, Dad                   | 121-125 |
| The living room | Mrs. Davidson, Joetta, Momma | 126-130 |

## RESPOND

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

---

Students might mention:

- Kenny got up early on Sunday and had a long talk with his Dad in the car, man to man
- Dad tried to explain recent racial events in the South and why they are sending Byron to Grandma Sands to Kenny.
- Dad believes they've done everything they can do for Byron and hopes the slower pace of Alabama will make a difference.
- Kenny and Dad discuss parenting as Kenny's concerned about doing a good job when he gets older.
- Dad explained to Kenny why he bought the new record player.
- Mrs. Davidson came by and gave Joey a little angel that she thought looked like her.
- Byron was acting cool, not nervous and not preparing to go to Alabama.
- Momma and Dad had Byron sleep with them the night before the trip as they heard he may runaway.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 129**

"We'd just got into bed. Byron was up in his bunk and I was down in mine. I was so excited that I was talking a mile a minute, but I was talking to myself. Byron wouldn't answer to anything. There was a knock at the bedroom door" (p. 129).

## EXTEND

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

---

The key paragraph above ends with a cliffhanger. Christopher Paul Curtis does this to push you to continue reading so you can find out what happens next.

**Address a short letter to your teacher and classmates. Argue in favor of using cliffhangers in your own biography. How do cliffhangers positively impact the audience? Does suspense encourage people to continue reading? Or does it make them want to put the book down? In your writing, use words and phrases**

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that are appropriate to the audience you are addressing. Use your own personal opinions and experiences to support your claims. Provide a counterargument and be sure to conclude with a reiteration of your stance. Upload a final, word-processed version of your letter to the online forum of your choice (Blog, Google Docs, etc.).

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 13*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What was the Ozzie and Harriet show?

*The Adventures of Ozzie and Harriet* was one of the most enduring family-based situation comedies in American television. Ozzie and Harriet Nelson and their sons David and Ricky (16 and 13 respectively at the time of the program's debut) portrayed fictional versions of themselves on the program. The Nelsons embodied wholesome, "normal" American existence so conscientiously (if blandly) that their name epitomized upright, happy family life for decades.

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

|                  |            |                 |               |                |
|------------------|------------|-----------------|---------------|----------------|
| expressway (131) | jive (134) | seniority (135) | payback (136) | nonsense (136) |
|------------------|------------|-----------------|---------------|----------------|

## 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 p. 131-137**

| Setting                                    | Characters                     | Pages   |
|--------------------------------------------|--------------------------------|---------|
| In the Brown Bomber on I-75, heading South | Kenny, Dad, Joetta, Byron, Mom | 131-137 |

## RESPOND

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

---

Students might mention:

- Momma began reading from her notebook; she explained the itinerary, stopping locations, and who was going to eat what when.
- Two days before the trip, Byron told Buphead his plan to mess up Momma and Dad's Ozzie and Harriet TV show mess by not saying a single word the entire trip.
- Dad explained they wouldn't be using the record player until they get into Ohio as they still can get CKLW radio.
- Dad's record selection would be based on seniority.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 132-33**

"Momma had everything planned about the trip, everything! Where we'd eat, when we'd eat, who got baloney sandwiches on Day One, who got tuna fish on Day Two, who got peanut butter and jelly on Day Three? She'd figured out how long we could hold ourselves between going to the bathroom, how much money we'd spend on hamburgers, how much was for emergencies, everything" (p. 132-133).

## EXTEND

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

---

In the paragraph above Kenny describes how Momma had planned out every detail of the trip; where they eat, when they eat and who eats what as well as details regarding the spending of money and use of bathroom breaks. Have you ever taking a trip with someone who planned like Momma? What benefits does this have? What are the drawbacks of planning every detail?

**Write a paragraph in which you argue either for or against this kind of behavior. Would you rather plan out every detail? Or adapt your plan as you go and just see what happens? Which way do you think is superior and why? Use details from past experience in your own life to support your claims. Provide a counterargument, and be sure to end with a reiteration of your stance.**

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 14*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What is Appalachia?

Appalachia is a term used to describe the cultural region in the eastern United States that stretches from western New York state to northern Alabama, Mississippi, and Georgia.

While it is an uncommonly wealthy region in natural resources such as coal, oil and timber, its residents are quite economically poor.

Historic images of the mountain people are powerful. The Matewan, W.V., mine wars, the Molly McGuires of the early union movement, and the Hatfields and the McCoys provide deep and often one-sided views of the Appalachian lifestyle. Movies like

*Deliverance* and *The Beverly Hillbillies* cement the images in the public mind and poke fun at the people who live there.

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

|              |                  |                |                |               |
|--------------|------------------|----------------|----------------|---------------|
| gagged (139) | sanitation (140) | outhouse (144) | deformed (145) | nibbled (146) |
|--------------|------------------|----------------|----------------|---------------|

## 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 p. 138-148**

| Setting                               | Characters                     | Pages   |
|---------------------------------------|--------------------------------|---------|
| Rest stop in Toledo                   | Kenny, Byron, Mom, Dad, Joetta | 138-140 |
| Driving South through the night       | Dad, Mom, Kenny, Byron, Joetta | 140-144 |
| Appalachian Mountains                 | Dad, Mom, Kenny, Byron, Joetta | 144-146 |
| Back in the car, out of the mountains | Dad, Mom, Kenny, Byron, Joetta | 146-148 |

## RESPOND

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

Students might mention:

- The family stopped at rest stop outside of Toledo.
- Kenny discovers Ohio toilets are much different than Michigan toilets.
- Kenny had to drink the nasty tasting Kool-Aid because his peanut butter and jelly sandwich had too much peanut butter.
- Dad explains they'd better get used to the outhouse as that is what they'll be using at Grandma Sands.
- All the kids fall asleep between Toledo and Cincinnati.
- Kenny knew Dad was planning to try and drive straight through to Alabama, but he was going to keep it from Momma.
- The next time Kenny woke up Momma let him know they were in Tennessee and the Appalachia Mountains.
- Byron scared himself and Kenny talking about rednecks and hillbillies.

## EXPLORE

**Analyze** Analyze the key paragraph.

**Key Paragraph, p. 146**

“Man they got crackers and rednecks up here that ain't never seen no Negroes before. If they caught your ass out here like this they'd hang you now, then eat you later” (p. 146).

## EXTEND

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

---

The above paragraph foreshadows the possibility of racial trouble for the Watsons. Yesterday, you reflected on the use of a cliffhanger as a literary device. Today, you are going to reflect on the use of foreshadowing: is it effective? Or it is unnecessary?

**In an argumentative paragraph, write either in favor or against Christopher Paul Curtis' use of foreshadowing in today's reading. Do you find it effective? Is it helpful in pointing towards what is going to happen next? Or would you rather be surprised? Use examples from today's reading as well as personal opinion to support your claims. Be sure to include a rebuttal or a counterargument in your paragraph and conclude with a reiteration of your stance. Upload a final, word-processed version of your paragraph to the online forum of your choice (Blog, Google Docs, etc.).**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 15*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### Where is Birmingham, AI?

Founded in 1871 at the crossing of two railroad lines, the city blossomed through the early 1900s as it rapidly became the South's foremost industrial center. Iron and steel production were a natural for Birmingham due to natural resources of coal, iron ore and limestone. As an industry town, Birmingham suffered greatly in the Depression.

The decade of the 1960s and early '70s brought events that would forever change the image of the city. It was a historic era of police dogs and fire hoses turned on Civil Rights demonstrators, of the bombed-out 16th Street Baptist Church. The city's national reputation was near ruins.

The horrors of the 1960s still haunt the city today and creating a permanent global spotlight on race relations – good and bad – in Birmingham. The opening of the

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Birmingham Civil Rights Institute in 1993 did more to heal the city than any other single event. With the opening of the Institute, the city was able at last to tell its own story, and to soothe the wounds of the past.

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

|               |                |                   |             |              |
|---------------|----------------|-------------------|-------------|--------------|
| vittles (152) | stubbles (152) | disposition (153) | troll (156) | rabies (156) |
|---------------|----------------|-------------------|-------------|--------------|

## 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 p. 149-158**

| Setting                 | Characters                          | Pages   |
|-------------------------|-------------------------------------|---------|
| The car into Birmingham | Dad, Momma, Kenny, Byron, Joetta    | 149-154 |
| Grandma Sand's Place    | Grandma Sands, Kenny, Joetta, Byron | 155-158 |

## RESPOND

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

Students might mention:

- When Kenny woke up, the Ultra-Glide was stuck.
- Everyone asked Dad "Are we there yet?" when they woke up.
- Kenny woke up again to Dad was listening to country and western music.
- Dad says he's going to have all the Watsons names changed to "country names".
- Dad explains the two kinds of mind power he employed to keep the trip going smooth.
- First he locked into the road: him, the road and the Brown Bomber
- Dad tells Momma that he knew she'd go along with it when she learned how much money they'd save driving straight.
- Second was from Scientific Popular he started buzzin' like a Hoover vacuum and the family fell asleep in reverse seniority.
- On first look, Kenny believed Birmingham looked a lot like Flint
- Byron had described Grandma Sands so Kenny believed she was a troll larger than Dad.
- In reality Grandma Sands was a teeny-weeny old, old woman who looked like Momma shrunk down five sizes.
- Kenny gave Grandma Sands a hug while she cried.
- Kenny imagined the meeting of Byron and Grandma Sands as Godzilla meets King Kong or Frankenstein meets Dracula.

## EXPLORE

**Analyze** Analyze the key paragraph.

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**Key Paragraph, p. 156**

“All the Weird Watsons had real good imaginations but none of us was ready for what came out of the door of that house.

I was expecting a troll. I thought Grandma Sands would be bigger than Dad, I thought she'd be foaming at the mouth like she had rabies” (p. 156).

**EXTEND**

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

---

Kenny is unsure what to expect when he meets Grandma Sands, Byron has told him stories filling his head with crazy images where he thinks she's going to look like a troll bigger than Dad and foaming at the mouth. Have you ever had someone describe a family member you hadn't meet or a stranger? How did you imagine the person? Who was it that told you about this person?

**Write a paragraph arguing either for or against this approach of preconceived notions. Draw on your own life for an example to support your argument. How can judging a person before you know them be a bad thing? How is it helpful to prepare yourself before you meet someone so you know what to expect? Be sure to provide a counterargument and conclude with a reiteration of your claims.**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 16*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What is coon (raccoon) hunting?

Coon (raccoon) hunting is a popular sport in rural, wooded areas with creeks, streams and moist river bottoms. Coon hunters enjoy the sport for many reasons. Pelts bring excellent prices on the fur market. Other reasons are training and working the dogs, and the meat is considered a delicacy.

Coon hunting presents challenges; it is a chase at night on foot in cold weather, often through wet boggy areas, and a wily raccoon can outwit even an experienced pack of dogs.

Raccoons are nocturnal animals, most active at night. Their dens are usually high in hollow trees; when they are threatened they will head for the safety of their den.

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Raccoons wander for long distances searching for food, and it is not uncommon to find one a mile or more from home.

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

|            |             |              |                 |                |
|------------|-------------|--------------|-----------------|----------------|
| puny (159) | leaky (162) | wilier (163) | hilarious (165) | scolding (168) |
|------------|-------------|--------------|-----------------|----------------|

## 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 p. 159-168**

| Setting                 | Characters                                      | Pages   |
|-------------------------|-------------------------------------------------|---------|
| Grandma Sand's Place    | Grandma Sands, Kenny, Joetta, Byron, Dad, Momma | 159-161 |
| On the way to the store | Kenny, Byron                                    | 161     |
| Grandma's backyard      | Kenny, Byron, Dad, Mr. Robert                   | 162-166 |
| Grandma's kitchen       | Momma, Grandma Sands, Kenny                     | 166-168 |
| To the lake             | Kenny, Dad, Mr. Roberts, Byron                  | 168     |

## RESPOND

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

Students might mention:

- Byron gave Grandma a hug as she told him how good he looked.
- Grandma Sands gave Byron directions to get groceries at Jobe's.
- Momma wanted Grandma to tell her who Mr. Robert was.
- Kenny said the battle turned out to be King Kong and Bambi or Bobo Brazil and Captain Kangaroo.
- Byron tells Kenny he doesn't want Grandma Sands' death on his hands.
- Kenny had trouble sleeping in the heat of Birmingham.
- Mr. Robert tells the Watsons men about his dog Toddy saving his life and coon hunting.
- Momma and Grandma Sands talked at breakfast about everything that happened in Birmingham since she left.
- Momma was most interested in the relationship Grandma Sands had with Mr. Robert.
- Kenny enjoyed hearing his Momma get scolded by Grandma Sands.

## EXPLORE

**Analyze** Analyze the key paragraph.

**Key Paragraph, p. 161.**

"Instead of King Kong and Godzilla, it was like King Kong and Bambi; instead of

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Bobo Brazil and the Sheik, it was like Bobo Brazil and Captain Kangaroo; instead of Dracula and Frankenstein it was like Dracula and a giraffe, and Byron was all neck” (161).

### EXTEND

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

---

In the above key paragraph, Kenny uses analogies to compare Grandma and Byron. He was expecting a major battle between them, but now it appears the battle will not happen. An analogy is a comparison between two different things in order to highlight some point of similarity.

**Write an argumentative paragraph claiming whether or not Christopher Paul Curtis’ use of analogy comparing Byron to Grandma is effective. What are the limitations of this method? How is it creative and attention grabbing? In your paragraph, try to use an analogy to prove your point. Use personal experience to support your opinions. Include a counterargument, but be sure to conclude with a reiteration of your claims. Upload your final word-processed paragraph to the online forum of your choice (Blog, Google Docs, etc.).**

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

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 17*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What was Winnie the Pooh?

During World War I, Lieutenant Harry Colebourn bought a small female black bear cub for \$20 from a hunter who had killed its mother. He named her 'Winnipeg', after his hometown of Winnipeg, or 'Winnie' for short. Winnie became the mascot and went to Britain with the unit. Lt. Colebourn presented the London Zoo with Winnie in December 1919 where it became a popular attraction and lived until 1934. The bear was also very popular to Christopher Robin, son of author A.A. Milne. It was his favorite at the zoo, and he often spent time inside the cage with it. The bear was Christopher Robin's inspiration for calling his own teddy bear Winnie...Winnie the Pooh.

A.A. Milne started to write a series of books about Winnie the Pooh, his son Christopher Robin, and their friends at 100-Aker-Wood. These other characters, such as Eeyore,

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Piglet, Tigger, Kanga and Roo were also based on stuffed animals belonging to Christopher Robin. Other characters as Rabbit and Owl were based on animals that lived, in the surrounding area of Milne's country home Cotchford Farm in Ashdown Forest, Sussex, on which 100-Aker-wood was based. 'Winnie-the-Pooh' was published by Methuen on October 14th, 1926, the verses 'Now We are Six' in 1927, and 'The House at Pooh Corner' in 1928. All these books were illustrated in a beautiful way by E.H. Shepard, which made the books even more magical.

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

|                   |              |            |              |                |
|-------------------|--------------|------------|--------------|----------------|
| trespassing (169) | stingy (170) | wade (173) | bobbed (175) | hollered (176) |
|-------------------|--------------|------------|--------------|----------------|

## 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 p. 169-179**

| Setting                   | Characters                                                            | Pages    |
|---------------------------|-----------------------------------------------------------------------|----------|
| En route to the lake      | Grandma Sands, Kenny, Byron, Joetta                                   | 169-171  |
| Towards Collier's Landing | Kenny                                                                 | 171- 173 |
| At Collier's Landing      | Kenny, Turtle, the Wool Pooh, the angel that looks like Joetta, Byron | 173- 179 |

## RESPOND

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

Students might mention:

- In spite of Grandma Sands' warning and the posted sign, Kenny still wants to go to Collier's Landing.
- Byron told Kenny and Joey a story about Wool Pooh as a way of discouraging Kenny from going to Collier's Landing.
- Byron tries to prevent Kenny from going one last time.
- Kenny decides to go to Collier's Landing.
- Kenny comes up with the idea that Joe Collier lied about the danger and Wool Pooh was a lie so he wouldn't have to share his lake.
- After wading into the water, chasing small friendly fish Kenny tried to catch a big green turtle.
- After missing the turtle Kenny finds himself too deep of water unable to stand
- After going under water the third time Kenny believed he saw and battled Wool Pooh.
- The more Kenny fought and was scared the deeper he went.
- Byron and Wool Pool fought for Kenny.

- Byron saved Kenny, turned him upside down and shook the water out of him until he vomited.
- After dropping Kenny on his head Byron kissed Kenny's head and cried like a baby.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

### Key Paragraph, p. 179

"He just kept saying, 'Kenny, Kenny, Kenny...' a bunch of times with his mouth wide open on top of my head. I could feel his teeth grinding into my skull but By didn't care. I said, 'Awww, man...' and tried to make him quit, but all I could do was sit there too tired to do anything but let Daddy Cool nibble on the top of my head while he cried like a kindergarten baby" (p. 179).

## EXTEND

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

---

We see another side of Byron today when he acts out of character and is a completely different person than the one we saw in Flint. He acts responsibly and courageously.

Choose one person who is important in your life story and reflect on an instance when they acted courageously. **Write 1-2 paragraphs arguing in favor of the qualities that make this person courageous. How can you be more like them? What makes this person act with courage? Be sure to include a counterargument in which you address the times when this person did not act courageously. Conclude with a reiteration of your stance. When you have completed this assignment, upload a word-processed version to the online forum of your choice (Blog, Google Doc, etc.).**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 18*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

### What happened on Sunday September 15, 1963 in Birmingham?

On September 15, 1963, a racially motivated bombing of Birmingham's Sixteenth Street Baptist Church resulted in the death of four innocent black girls. This was the lowest point of the Civil Rights movement in Birmingham and perhaps one of the darkest days in Birmingham's history.

City authorities, never sympathetic to blacks, did very little to bring the bombers to justice. Not until 1977 was one of the bombers convicted. Locally, the bombing brought the fractional Civil Rights leaders together. Nationally, the bombing gave the movement not just a face, but four faces; four young, innocent faces.

Many Internet resources are available. A good video reference is the Spike Lee documentary *4 Little Girls*.

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

|                |                 |              |                 |                |
|----------------|-----------------|--------------|-----------------|----------------|
| magnolia (181) | curiosity (183) | magnet (184) | fluttered (186) | clomping (189) |
|----------------|-----------------|--------------|-----------------|----------------|

## 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 p. 180-190**

| Setting                               | Characters                              | Pages   |
|---------------------------------------|-----------------------------------------|---------|
| Morning, in the hallway               | Kenny, Joetta                           | 180-182 |
| Under the Magnolia tree               | Kenny, Dad, Byron                       | 182-183 |
| The door of the house                 | Momma, Byron, Kenny                     | 183-184 |
| Into the church                       | Kenny, the Wool Pooh, four little girls | 184-186 |
| Up the stairs into Kenny's guest room | Kenny, Joetta, Grandma Sands            | 186-190 |

## RESPOND

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

Students might mention:

- Joey got up early and went to church on Sunday.
- After breakfast, Kenny went out back to rest under a giant magnolia tree, as he still felt weak after his battle with Wool Pooh.
- Everybody heard a large boom but didn't know what it was.
- After learning a bomb was set off at Joey's church, everyone ran to see.
- When Kenny arrived at the church, his ears stopped working.
- Kenny ran into the church and battled Wool Pooh for a shiny black shoe.
- When Kenny arrives back at Grandma Sands he still has the shiny black shoe with him.
- Kenny believes Wool Pooh is taking Joey around to see her family before she dies.
- Joey got upset thinking Kenny was trying to scare her.
- Joey tells Kenny she was not at church, saw Kenny and chased him home.
- Kenny realizes Wool Pooh didn't get Joey and runs off to the church to get Momma, Dad and Byron.

## EXPLORE

**Analyze** Analyze the key paragraph.

**Key Paragraph, p. 183-84**

"I ran out onto the porch and into the street. It looked like someone had set off a people magnet, it seemed like everyone in Birmingham was running down the street, it

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looked like a river of scared brown bodies was being jerked in the same direction that By had gone, so I followed” (p. 183-84).

### EXTEND

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

---

Christopher Paul Curtis brings us to a powerful climax today by describing the scene at the church as Kenny arrives.

**Write 2 argumentative paragraphs claiming that today’s reading is indeed the climax, or the most intense and suspenseful moment in the story. In the first paragraph, use evidence from the story and passages from the text to support this claim. In a second paragraph, describe how you felt while you were reading it and how this contributed to the overall feeling of suspense. Conclude your paragraphs with a reiteration of your stance. When you have completed your assignment, upload a final, word-processed version to the online forum of your choice (Blog, Google Docs).**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 19*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### Who was Bat Fink?

Bat Fink, a parody of the mid-60's Batman fad that was winding down at the time, was an invincible cartoon crime-fighter with "wings of steel".

Summoned into action on the hotline from the Chief of Police, Bat Fink used his Super Sonic Sonar to track down criminals. Bat Fink was joined by Karate, a Japanese martial arts expert together they chased their foes in the "Batillac," a Volkswagen-like car with wings on the rear fenders. The cartoon was created by Hal Seeger.

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

|              |                  |                  |              |                  |
|--------------|------------------|------------------|--------------|------------------|
| genies (193) | disgusting (193) | threatened (195) | snitch (195) | reputation (196) |
|--------------|------------------|------------------|--------------|------------------|

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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 p. 191-200**

| Setting                           | Characters                           | Pages   |
|-----------------------------------|--------------------------------------|---------|
| The living room, behind the couch | Momma, Dad, Grandma Sands, Kenny     | 191-195 |
| Out of the house                  | Kenny, Momma, Cody and Rufus, Joetta | 195     |
| World-famous Pet Hospital         | Kenny, Byron                         | 196-197 |
| On the couch                      | Kenny, Byron                         | 198     |
| The Bathroom                      | Kenny, Byron                         | 198-200 |

## RESPOND

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

---

Students might mention:

- Grandma Sands called to say two white men drove by and threw the bomb into the church during the service.
- Kenny listened to Momma and Dad from his secret hiding place in the living room.
- Momma and Dad were worried about Kenny and where he was disappearing
- Kenny moved into the World-Famous Watson Pet Hospital, where all the sick or hurt Watsons animals would automatically go.
- Kenny only left the World-Famous Watson Pet Hospital to eat and go to the bathroom, he even began sleeping there after Momma and Dad went to bed.
- Byron started watching over Kenny; even sleeping on the couch at nights.
- Byron took Kenny into the bathroom where he held Kenny while he cried.
- Kenny admits to Byron he was at the church, saw two of the dead little girls and felt ashamed.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 203**

"Byron let go of my ear and thought for a second. 'Kenny, things ain't ever going to be fair. How's it fair that two grown men could hate Negroes so much that they'd kill some kids just to stop them from going to school? How's it fair that even though the cops down there might know who did it, nothing will probably ever happen to those men? It ain't. But you just gotta understand that that's the way it is and keep on steppin'" (p. 203).

## EXTEND

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

---

Most stories follow the climax with a falling action and a resolution. In this part of the story, things get sewn up and there is closure. Byron tells Kenny that things in the world are never going to be fair, but that should not stop anyone from continuing on with their lives.

Do you agree with this statement? Is this a good resolution to the story? **In 1-2 paragraphs, argue either for or against this scene as an appropriate resolution. How did it make you feel? Was there a sense of closure? Was it everything you imagined it would be? How is Byron's statement true/untrue? Be specific and use evidence from the text, as well as personal opinions to support your claim. When you have finished, upload a final, word-processed version of your work to the online forum of your choice (Blog, Google Docs).**

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

---

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 20*



### Outcomes for Today

#### Standards for Writing:

**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.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W8.** Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

**W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

### 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 because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

#### What was the Civil Rights Movement?

The Civil Rights Movement was one of two catalysts for social protest in the sixties, the other being the Vietnam War. Since the end of the Civil War many organizations had been created to promote the goals of racial justice and equality in America, but progress was painfully slow.

It was not until the sixties that a hundred years of effort would begin to receive the attention necessary to make any change. There was little consensus on how to promote equality; the NAACP, CORE, and Dr. Martin Luther King's SCLC endorsed peaceful methods and believed change could be affected by working around the established

system; other groups such as the Black Panthers, the Nation of Islam, and the Black Nationalist Movement advocated retaliatory violence and a separation of the races.

There were numerous marches, rallies, strikes, riots, and violent confrontations with the police. National leaders such as Dr. Martin Luther King Jr. and Malcolm X would be assassinated, violence would claim the lives of young and old, and rigged all-white juries mocked justice in cases involving crimes perpetrated by whites against African Americans.

Restaurants, hotels, nightclubs, public facilities, and the school systems were still segregated during the early sixties, and educational and job opportunities for minorities were far below those available to the white majority. The African-American community, being in the minority, depended on the support of the white population, and at least in terms of sentiment, those caught up in the spirit of the hippie movement took the cause of racial justice and equality to heart, and often to the streets.

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

|               |                 |               |               |                |
|---------------|-----------------|---------------|---------------|----------------|
| ashamed (203) | pervasive (207) | tension (208) | provoke (208) | movement (209) |
|---------------|-----------------|---------------|---------------|----------------|

## 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 p. 201-210**

| Setting                        | Characters                        | Pages   |
|--------------------------------|-----------------------------------|---------|
| Bathroom, outside the bathroom | Kenny, Byron, Momma, Dad and Joey | 204-206 |
| Civil Rights Movement          | Heroes and Heroines               | 207-210 |

## RESPOND

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

Students might mention:

- Byron blew himself a kiss and told Momma Kenny was “gonna be cool.”
- Kenny believed Byron was wrong about Wool Pooh, magic powers, genies and angels.
- Kenny found the magic powers, genies and angels in the members of his own family.
- Kenny thought Byron was right about him being too smart to believe in the powers behind the couch and that he was going to be all right.
- During the Civil Rights movement African Americans were not permitted to attend the schools, use parks, playgrounds, swimming pools, drinking fountains and bathrooms as whites.

- Restaurants, hotels and stores wouldn't serve them and their schools were worse than those for the white students.
- Many organizations worked to end segregation and discrimination.
- They used nonviolent resistance and adopted techniques of Mohandas Gandhi.
- Civil Rights Bill was signed in 1964, Voting Rights Act in 1965 and Fair Housing in 1968.

## EXPLORE

**Analyze** Analyze the key paragraph.

---

### Key Paragraph, p. 210

"These people are the true American heroes. They are the boys and girls, the women and men who have seen that things are wrong and who have not been afraid to ask 'Why can't we change this?' They are people who believe that as long as one person is being treated unfairly, we all are. These are our heroes, and they still walk among us today. One of them may be sitting next to you as you read this, or standing in the next room making your dinner, or waiting for you to come outside and play.

One of them may be you" (p. 210).

## EXTEND

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

---

Today's reading identifies the fact that sometimes the real heroes in history are not always rewarded or made famous.

Think about a person in your own life who is not famous but deserves to be because of their courageous and heroic acts. **Write an argumentative paragraph in which you claim that this person is a hero. Use examples from your personal life to support your stance. When you have completed a final, word-processed version of your paragraph, upload it to the online forum of your choice (Blog, Google Doc, etc.).**

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

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Watsons Go to Birmingham—1963, Day 21*



#### Outcomes for Today

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#### Final Writing Product

*The Watsons Go to Birmingham* reflects the CBL theme 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. The questions asked are questions that require justice.

**Today, write an essay arguing in favor of a situation in which you took a stand and acted justly. Focus on a specific life experience, and pick a time in which you had to stand up for justice, make a decision and defend a cause/person that you felt passionately about.**

**Write 5 paragraphs: an intro describing the situation, 3 body paragraphs in which you identify different reasons you took a stand, and a conclusion that focuses on the outcomes of your choice.**

**Be sure to provide a counterargument somewhere in your essay, but make sure your conclusion provides a reiteration of your claim. When you have completed a rough draft of your essay, upload it to an online forum of your choice, 'share' it with your teacher/peers, and invite them to give you feedback. When you have received constructive criticism, revisit your essay and make the changes necessary to improving your writing and argument.**