

Tunes for Bears to Dance to



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Author	Cormier, Robert
Publisher	Dell Publishing
Copyright	1992
Lexile	840L
Genre	Young Adult Fiction
Synopsis	After his brother's death, Henry moves with his parents to a new town, where he meets and befriends Mr. Levine, an elderly survivor of the Holocaust who spends his days craving a replica of his childhood village. Enter Mr. Hairston, who holds power over Henry's life. He is a man of glittering promises, but he exacts a terrible price from Henry that involves the boy's friendship with Mr. Levine.
Themes	Mortality
Protagonist	Henry
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Tunes for Bears to Dance to, Week 1



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 are the stages of grief, and how are they evident in the characters we are introduced to?

Why is it important to have positive role models in your life? Are you a positive role model for someone?

The power of helping others... What may helping others do for me?

How is a “survivor” different from a “victim”?

What is anti-Semitism?

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

pendulum - 1	moustache – 1	piazza – 1	institution - 2	tenement - 3
erratic - 9	rubbish - 10	debris - 10	dictator – 15	fatigue - 17
cringing – 20	imposing - 22	fondly -26	windfall - 28	wistful - 28
obliterated -29	merriment – 31	forlorn - 31	painstakingly - 35	awe - 35
engulfed - 42	brusquely - 45	scowled - 45	boasting - 49	defiance - 50

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

pp. 1-50

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

- New character information can be added to an Open Mind Portrait for Henry.
- An answer can be added to a question from the KWL Chart. What do you want to learn from this novel? What questions have been answered after the first day of reading?
- A new location or change can be added to the map.
- Continue the KWL chart about the Holocaust. Have you learned anything from today's reading?
 - Maintain the KWL chart you have been keeping about the Holocaust
 - Has there been any surprising information you have learned so far in this story?
 - What have you learned from today's reading about Anti-Semitism?
- Keep track of positive and negative role models in the story. Keep track of what it is they do. What are characteristics of a positive role model? What are the qualities of a negative role model? Keep a list.
 - Continue keeping track of positive and negative role models in the story. Keep track of what it is they do. What are characteristics of a positive role model? What are the qualities of a negative role model? Keep a list.
 - Record the characteristics of each. Where do the old man and Mr. Hairston fall on this spectrum?

EXPLORE

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

- Most people have keepsakes to remind them of things from their past. An example of common things people keep are newspaper clippings. Create a newspaper clipping, complete with article headline, picture and description detailing the death of Eddie last year in Frenchtown.
- Create an Open Mind Portrait of Henry as he says his nighttime prayers. Use thought bubbles and speech bubbles to delineate what he is saying and thinking.
- If you have a partner, pretend that one of you is a counselor or therapist and that the other is Henry. Have Henry talk for two minutes about his current problems. Then have the counselor respond with some suggestions in one minute. Then switch roles.
- Imagine what Mr. Levine's village may have looked like. Create a drawing of the village, or a map. What do you imagine the carved village to be?

Discussion

Key Questions (pp. 1-8)

1. Who is the main character?
2. Explain the story thus far to a partner.
3. What advice would you give to someone who has recently lost a loved one?
4. What advice would you give to someone who worked for an angry man like Mr. Hairston?
5. Make some predictions about the old man from the insane asylum.

Key Questions (pp. 9-18)

1. Why does Henry follow the old man?
2. Why do you think the old man tips his hat at nothing?
3. What do you think the old man is up to inside the store?
4. Why do you think Henry decides to pray for Doris that night?
5. This book is partly about the importance of having good role models. Who do you think will be a good role model? Who do you think will not?
6. Who in your life is a positive role model? For whom are you a positive role model?

Key Questions (pp. 19-29)

1. What do you bring to a cemetery?
2. How might Henry help Mr. Levine? How might Mr. Levine help Henry? What do they have in common?
3. Henry has a lot to deal with - poverty, an unpredictable boss, a father who is mentally unstable, the move to a new town, and the loss of his brother. What helpful advice would you give him?
4. Henry doesn't think the 'George Graham' is a fitting name for the giant. Come up with a name that you think exemplifies his physical size.
5. Have you ever carved a figurine before? What kind of arts and crafts activities do you enjoy?

Key Questions (pp. 29-40)

1. Why doesn't Eddie already have a monument or a grave marker?
2. Do you think a bat and ball monument would be appropriate for Eddie's grave? Why or why not?
3. How do you feel about Mr. Hairston's willingness to help out Henry? What do you think his motives are?
4. What do you think George Graham means when he says that Mr. Levine "...didn't escape. He survived?" Could there be more than one meaning?
5. Why do you think the author emphasizes this word, "survival"?

Key Questions (pp. 41-50)

1. What are the things that are weighing heavily on Henry's mind today?
2. Do you think that Mr. Hairston is Anti-Semitic? Why or why not? Does Anti-Semitism display justice? Why or why not?
3. What order of importance would you place on them?
4. Where do you think Mr. Hairston learned to believe that he should be "wary of Jews"?
5. Having read *Friedrich*, what warning would you give Mr. Hairston regarding prejudice?
6. If Doris isn't clumsy, then what is going on with her? What do you recommend Henry do with his knowledge about Doris?

EXTEND

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

Key Paragraph - 6

"Henry had been new in the neighborhood when he was hired. His father had not worked since Eddie died. He had not gambled, either, and seldom left the tenement. His mother had found a job in the Miss Wickburg Diner downtown, but the pay was small and the tips did not amount to much. Henry had roamed the neighborhood, homesick for the people and streets of Frenchtown in Monument..."

Writing Prompt

The tone of today's reading is sad. Henry's family is grieving. They do not have much money, and the main character is lonely for the life he knew in his hometown. Pretend you are Henry. Write an argumentative letter to your father, telling him how important it is to you that he find a way to deal with his grief. Provide examples of what you think he should do. Let him know what you think will happen if he does not learn how to reach acceptance. Also, provide a counterargument somewhere in your letter, but be sure to conclude with a reiteration of your stance. When you have finished your assignment, publish your work to an online forum

Key Paragraph - 12

"Later, making his way home, he was sorry that he had not gone into the store. He wondered if he would ever find out what the old man was doing inside the place or what his black bag contained..."

Writing Prompt

The old man is also dealing with grief. And the store he goes to each day helps him deal with his grief in a positive way. Write an argumentative paragraph that claims that the old man's work is important for him to overcome his grief. How do you think his work helps him? What are some other ways one could deal with their grief in a creative and positive manner? You may use the internet or other authoritative print resources to help you get some ideas. Provide a counterargument in your paragraph somewhere, but be sure to conclude with a reiteration of your argument's stance.

Key Paragraph - 26

At the door the giant said, "Will you come again? Mr. Levine is alone in the world. Has no family... His wife dead, and his children. I think you remind him of his son. He looks at you fondly..."

Fondly... a tender word on the tongue of this huge bulk of a man.
"I'll come back," Henry promised.

Writing Prompt

Why do you think Henry and Mr. Levine might be good for each other? Write an argumentative paragraph that provides at least two logical reasons. Provide a counterargument somewhere in your paragraph, but be sure to conclude with a reiteration of your main argument. When you have finished your writing, upload your work to the online forum of your choice (blog, google docs).

Key Paragraph – 37 And 38

As the old man continued working, his fingers trembling a bit, the giant said, "There is so much evil in the world, Henry. That's why Mr. Levine faints at the sight of blood. That's why he sits here day after day rebuilding his village, and the people in it, trying to bring them back."

And

"He didn't escape. He survived. He was beaten and starved. But he's a tough old man and not as old as he looks. The camp made him old, the deaths of his family. When the war ended, the allies set the prisoners free, Mr. Levine among them. The world finally recognized what had been going on in all those camps. How millions had died..."

Writing Prompt

Think about the things that Henry has learned so far from his relationship to Mr. Hairston. Think about the things Henry has already learned from spending time with George Graham and Mr. Levine. Write a paragraph that argues in favor of having good role models. Draw on personal experience as well as examples from the text to support your claims; include an anecdote or a reference to the reading so far. Be sure to conclude with a reiteration of your stance.

Key Paragraph – 46

"Watch out for Jews," Mr. Hairston warned. "Even a nice old one."

Writing Prompt

In the story, it is clear that Mr. Hairston is prejudiced against many people in the town, especially the old man. Write an argumentative paragraph about the dangers of prejudice. Begin with either a statement of fact, a statement of value, or a statement of policy. Use logic, or an anecdote, or both. You may use your own life as an example, reference the text, or both. Be sure to be specific in the examples you chose to illustrate your point. Provide a counterargument somewhere in your work. Be sure to conclude your paragraph with a reiteration of your stance. When you have finished writing, upload your work to the online forum of your choice (Blog, Google Docs, etc.)

Character Based Literacy Program

Independent Study Lesson Plan

Tunes for Bears to Dance to, Week 2



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 Holocaust?

What is a survivor?

What is blackmail?

What is a mallet?

What is forgiveness?

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

rebuff - 51	gruffness - 53	therapy - 56	ominous - 56	stubbornly – 59
reverberated – 62	sauntered - 62	dismally – 63	abashed – 64	cunning - 69
jubilantly – 71	dumbfounded- 73	suffocatingly - 76	ascending- 80	hypnotized – 80
oblivious - 84	haphazard - 86	destined - 86	mallet - 88	conspiracy - 92
gratitude - 96	exhibition - 97	pledged -98	sparser - 99	postponed – 100

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

pp. 51-101

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

- Maintain the KWL chart you have been keeping about the Holocaust.
 - Has anything surprised you in today's reading? Are there still questions you have that are unanswered? Update your chart.
- Continue keeping track of positive and negative role models in the story. Record the characteristics of each.
 - Are there any characters that could be both good and bad role models at the same time?
 - How is Mr. Levine a positive influence on Henry? Do you know any survivors? How do they play a role in your life?
- Revisit the OMP you previously created for Henry
 - What do you think he is feeling at this point in the story?
 - What do you think is on his mind at the conclusion of the story?

EXPLORE

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

- Design the bat and ball monument.
 - You may conduct research using the internet or other authoritative print resources to gain an understanding of what monuments look like.
- Create two comic strips to help Henry decide what to do next. In the first comic strip, imagine how things might change between him and Mr. Hairston if he smashes the village. In the second, imagine what might happen between him and Mr. Levine should he smash the village. Use 3-5 slides per strip with pictures and words.
- Create an Open Mind Portrait of Mr. Hairston. (You may choose to use some creative imagery in drawing him - Just as Friedrich referred to Herr Resch as a “vulture,” Henry has alluded to Mr. Hairston being a “snake.”) Use speech bubbles to record what he is saying to Henry and other people. Use thought bubbles to try to get at what he is REALLY thinking and planning.
- If you have a partner, pretend that one of you is the counselor and the other is Henry. Allow three minutes for Henry to explain what he has done today. Then allow two minutes for the counselor to explain to him how Mr. Hairston unjustly manipulated and used him. Then switch roles and repeat.
- Create a movie poster for Tunes For Bears To Dance To. Choose an important scene from the movie to depict. Decide who will star in each of the major roles. If you wish, you may conduct research using online or authoritative print resources to aid your poster. And provide a caption that you think exemplifies an important message in the story, perhaps something about standing up for yourself, role modeling, survival, or listening to your conscience.

Discussion

Key Questions (pp. 51-60)

1. What do you think, Mr. Hairston means when he says, “Perhaps we can work something out”?
2. Why might Mr. Hairston have decided to fire Henry?
3. What would you tell Henry to make him feel better after having been fired?
4. If you were Henry and Mr. Hairston offered you your job back the next day would you take it? Why or why not?

Key Questions (pp. 61-71)

1. Do you think Henry has done anything to deserve to be fired?
2. What do you think is wrong with Mr. Hairston? .What is he trying to do?
3. Why would he want Henry to smash Mr. Levine’s village?
4. What advice would you give to Henry? .What should he do?
5. Would you ever purposely hurt a friend? Why or why not?
6. What do you think Henry should do in order to display justice? Remember that justice requires restraint.

Key Questions (pp. 71-83)

1. What tactic is Mr. Hairston using to get Henry to do this bad thing?
2. Do you think Mr. Hairston is blackmailing Henry? Why or why not?
3. Do you think Henry will do it? Does he have a choice?
4. Why do you think Mr. Hairston wants him to do it?
5. What would you do?

Key Questions (pp. 84-95)

1. Have you ever found yourself in a situation where you were being told “don’t think about it, just do it”? What was the result?
2. What do you think Henry ought to do now?
3. List three things that you think would make the situation better.
4. Do you truly believe that Henry smashed the village on accident? Or do you think deep down he wanted it to happen?
5. What do you think Mr. Levine’s reaction will be when he sees the ruined village?

Key Questions (pp. 96-101)

1. What do you advise Doris to do?
2. What would you tell Henry he should do to make things right with Mr. Levine and George Graham?
3. What do you think is the moral of the story?
4. Is this ending what you expected the book to be like?
5. Who do you think is the most just character in this novel? Who is the least?

EXTEND

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

Key Paragraph - 60

“Later as Henry took off his apron and prepared to leave for the day, Mr. Hairston told him that he was being fired at the end of the week.”

Writing Prompt

Pretend that you are Henry’s counselor and he has told you all that is going on with Mr. Hairston. Give Henry some sound advice about what to do next. Write your advice down in a paragraph addressed to Henry. Make an argument with the advice you give – take a stance with your advice. What do you think he should do and why? Remember that the theme of this unit is Justice Requires Restrain – how can Henry display justice through restraint? Make a counterargument somewhere in your letter, but be sure to conclude with a reiteration of your stance.

Key Paragraph - 64

“This village,” the giant said, “will be a reminder to everybody about what happened during the war. But also about survival. And how good can overcome evil. That’s what this village symbolizes.” Then the giant looked ashamed and actually blushed. “Speech over...let’s celebrate,” he said.

Writing Prompt

In today's reading, Henry must think about what he should do – carry out Mr. Hairston's request or be faithful to his friend Mr. Levine.

Write an argumentative paragraph that begins with "Good can overcome evil" – then back it up with evidence from the book, your own life, or both. Are there instances in history when good overcame evil? Do you have any examples from your own life? Be sure to end your writing with a reiteration of your stance. When you have finished your work, upload it to the online forum of your choice (Blog, Google Docs, etc.).

Key Paragraph - 82

Henry remained silent, listening to his heartbeat. "Whether you do it or not, I want you to leave now this minute. If you do this thing, then come back after. I'll be waiting here in the store, you'll see the light on. If you don't, then never come back." He reached into his coat pocket, took out some folded dollar bills. "Here's your pay for the week." He tucked the money into Henry's shirt pocket. "I never want to see you again if you fail to do what I ask."

Writing Prompt

Henry has a lot to gain by carrying out Mr. Hairston's request. He will earn more money for himself and bring greater security to his home. He may lose some things if he does not do it. Henry has a conscience. *Be his conscience* and advise Henry on what he *ought* to do. Write a paragraph that argues either for or against Henry accomplishing the task Mr. Hairston wants him to do. Why do you believe that this is the best choice? Provide a counterargument and include the conciliatory phrase, "While it is true that..." in constructing your argument. Be sure to maintain a formal tone throughout your writing and conclude with a reiteration of your stance.

Key Paragraph – 88 and 95

"Don't think. Do it."

And

He saw suddenly that the rewards were just as important to the grocer as smashing the village.

"No," he said again with deadly determination.

"You must accept. You must let me do this. It's very important. Otherwise, the smashing means nothing..." Pleading in his voice.

Writing Prompt

Henry has done the horrible thing, but now has the chance to refuse the rewards. Be Henry's conscience again and convince him why he should not accept the rewards from Mr. Hairston. In an argumentative paragraph, claim that Mr. Hairston is unjust. What makes him that way? How can this be seen in the deed he makes Henry do? (You may use the theme of justice requires restraint in your argument). Be logical and maintain a formal tone in your writing. When you have finished your work, upload it to the online forum of your choice (Blog, Google Docs, etc.)

Key Paragraph - 98

"He got me to do a bad thing, Doris," he said. "I didn't want to do it but did it. Then he wanted to give me rewards for doing it. But I didn't take them."

He could see that his words meant nothing to her and he knew he could never explain to her, or to anyone, even a priest in confession, what had really happened that night.

FINAL Argumentative Essay Assignment:

Imagine you are Henry, all grown up. You have learned a lot in your life, and you don't want others to make the same mistakes you made. Write an argumentative essay about the importance of justice and respect. You should use information, examples, and quotations from both *Friedrich and Tunes For Bears to Dance To* to back up your arguments. You may also choose to reference more current information and your own opinions. You must provide a clear opinion-based thesis. Include both logical and anecdotal arguments, and be sure to provide at least one concession. You may wish to refer to previous snapshot journals.

Or

Write an argumentative essay on some other topic that has been approved by your teacher. Some suggestions include:

- The dangers of prejudice
- The harm that racism can cause
- The importance of being a loving parent
- The importance of friendship
- Good can overcome evil
- The benefits of seeing yourself as a survivor, rather than a victim