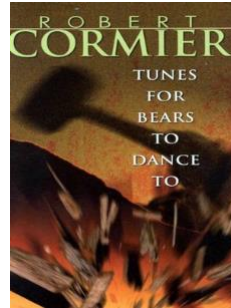


Tunes for Bears to Dance to



ISBN-10 0-440-21903-5
ISBN-13 978-0-440-21903-3
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 Young Male

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 Lesson Plan

Tunes for Bears to Dance to, Day 1



Outcomes for Today

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.

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

1. 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?

The first stage of grief is denial and isolation, many people wish to deny the reality of the situation. Anger is the next stage of grief – the third stage is bargaining, which is characterized by a feeling of helpless and vulnerability; people experiencing this stage often feel a need to regain control. Depression is the fourth stage; one may feel sadness as well as regret. The fifth and final stage of grief is acceptance, in which one copes with the loss. What stage of grief do you think Henry, his father and his mother are experiencing?

2. Word Wall

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

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

pendulum - 1	moustache – 1	piazza – 1	institution - 2	tenement - 3
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- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the Word Wall.

READ

3. 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.

4. Read

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

Tunes for Bears to Dance to, pp. 1-8

Setting	Characters	Pages
third-floor piazza	Henry, the old man	1-3
the store	Henry, Mr. Hairston, Jackie Antonelli, Selskie, Mrs. Obrien, and other store patrons	3-6
inside the tenement building	Henry, his father, and Eddie	6-8

RESPOND

5. Timeline

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

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Meet the main character, Henry.
- Henry is watching the old man from the mental institution across the street.
- He is watching because he is on crutches, unable to return to his job at the local market.
- Mr. Hairston, his boss is holding his job for him at the market until he is able to return. Mr. Hairston enjoys talking negatively about his customers and neighbors when they are not around.
- Henry's family moved from Frenchtown to Wickburg last year. His father is still recovering from the hit and run accident that left his son, Eddie, dead.

6. Map Add to ongoing class 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.

EXPLORE

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

One possible activity:

Most people have keepsakes to remind them of things from their past. One thing 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.

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

Key Questions

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.

9. Analyze Analyze the key paragraph.

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...”

EXTEND

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

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

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Tunes for Bears to Dance to, Day 2



Outcomes for Today

- 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

1. 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.

*Justice requires restraint. Ideas to share: **Respect** - every person has worth and a right to respect. It is a human minimum. **Justice** - requires that people be treated in a way that is fair and just. **Restraint** - justice shows up in the things I don't say, or don't do, because it would harm another person.*

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

Most of us don't come equipped with a clear set of ethical standards on our own. This is where a positive role model comes in. We receive lessons from others; one way people become ethical leaders is by having ethical role models when they are young. The learning they receive as children becomes the foundation for being an ethical leader as an adult. We know that the chances of our children growing up to be altruistic – to be willing to act for the benefit of others, even when there are no tangible rewards involved – are better depending on the kinds of models our children grow up with. We know that good models make lifelong impressions on children, regarding how to act in the difficult situations that face us in life. Who is a positive role model in Henry's life?

2. Word Wall

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

erratic - 9	rubbish - 10	debris - 10	dictator – 15	fatigue - 17
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Tunes for Bears to Dance to, pp. 9-18

Setting	Characters	Pages
through the streets of town	Henry and the old man	9-11
the back of the old building	Henry and the giant	11-12
the store	Henry, Mr. Hairston, Mrs. Pierce, and Doris	13 -17
home	Henry	17-18

RESPOND

5. Timeline

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

Students might mention:

- Henry gets his cast off and decides to follow the old man the next day.
- He follows the old man to a poor section of town. Along the way the man stops to tip his hat at seemingly nothing. Finally, the man goes into an old building. A giant man chases Henry off.
- Henry returns to work. Mr. Hairston is the same as ever, treating the customer as though he is always right, until he is out of the store again.
- Mr. Hairston's daughter, Doris, comes downstairs. Her face is bruised. Mr. Hairston claims that she is clumsy, always falling down.
- That night Henry includes Doris in his prayers.

6. Map

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

- Continue the KWL chart about the Holocaust. Have you learned anything from today's reading?
- 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 this for the weeks that follow

EXPLORE

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

One possible activity:

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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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..."

EXTEND

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

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.

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Tunes for Bears to Dance to, Day 3



Outcomes for Today

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

1. 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.

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

It promotes positive physiological changes in the brain associated with happiness. These rushes are often followed by longer periods of calm and can eventually lead to better wellbeing. Helping others improves social support, encourages us to lead a more physically active lifestyle, distracts us from our own problems, allows us to engage in a meaningful activity and improves our self-esteem and competence. It brings a sense of belonging and reduces isolation. Being a part of a social network leads to a feeling of belonging. Face-to-face activities such as volunteering at a drop-in center can help reduce loneliness and isolation. It helps to keep things in perspective. Helping others in need, especially those who are less fortunate than yourself, can provide a real sense of perspective and make you realize how lucky you are, enabling you to stop focusing on what you feel you are missing - helping you to

achieve a more positive outlook on the things that may be causing you stress. An act of kindness can improve confidence, control, happiness and optimism. It can also encourage others to repeat the good deed that they've experienced themselves – it contributes to a more positive community. The more you do for others, the more you do for yourself. Evidence shows that the benefits of helping others can last long after the act itself by providing a 'kindness bank' of memories that can be drawn upon in the future. For more information, check out the website below:

<http://www.mentalhealth.org.uk/help-information/mental-health-a-z/A/altruism/>

2. Word Wall

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

cringing – 20	imposing - 22	fondly -26	windfall - 28	wistful - 28
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Tunes for Bears to Dance to, pp. 19-29

Setting	Characters	Pages
the streets of town	Henry and the old man	19-21
the crafts center	Henry, Mr. Levine, and George Graham	21-26
the cemetery	Henry and his mother	27-29

RESPOND

5. Timeline

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

Students might mention:

- Henry follows the old man again. He thinks he has lost him around a corner.
- Then the old man steps out from a stairway and nearly collapses with the fright of knowing Henry is following him. Henry calms the old man, explains, and walks him to the old building.
- The giant is waiting out front. He is concerned. Henry finds out that the old man's name is Mr. Levine, the giant is actually George Graham and the old building is an arts and crafts center. Mr. Levine is carving figurines.
- He carves a duck for Henry.
- On Sundays Henry and his mother travel by bus to Eddie's grave. They bring flowers, because they don't know what else to bring. They talk about Henry's father and how Eddie's death has made him sick.

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

- Maintain the KWL chart you have been keeping about the Holocaust
- 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.

EXPLORE

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

One possible activity:

With 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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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.

EXTEND

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

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).

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Tunes for Bears to Dance to, Day 4



Outcomes for Today

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.

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

1. 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.

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

A survivor is a person who has endured some hardship and has been able to live on. A survivor may be scarred from traumatic events, but nevertheless moves on with his/her life. A victim is an individual who has been harmed, injured, or killed as a result of a crime, accident or other event. A victim can also be a person who is tricked or duped into something.

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

obliterated -29	merriment – 31	forlorn - 31	painstakingly - 35	awe - 35
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READ

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

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

Tunes for Bears to Dance to, pp. 29-40

Setting	Characters	Pages
cemetery	Henry and Mrs. Cassavant	29-31
the corner store	Mr. Hairston, and Henry	32-34
the arts and crafts center	Henry, Mr. Levine, and George Graham	35-40

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

Students might mention:

- At the cemetery, Henry and his mother discuss the type of monument they would like Eddie to have.
- After seeing the stones in the children's cemetery, both decide that it would be inappropriate for Eddie to have a bat and a ball for a monument.
- At the store, Henry asks Mr. Hairston where one would get such a thing. Mr. Hairston says he knows a man and will talk to him. Henry is grateful.
- Henry returns to visit Mr. Levine and George Graham. The old man teaches him to carve figurines.
- George Graham explains to Henry that Mr. Levine is a survivor of the Holocaust, that his entire village was destroyed. In rebuilding the village, he is bringing it back to life.

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

- 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?
- Continue keeping track of positive and negative role models in the story. Record the characteristics of each.

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

One possible activity:

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?

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

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"?

9. Analyze Analyze the key paragraph.

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..."

EXTEND

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

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.

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *Tunes for Bears to Dance to, Day 5*



Outcomes for Today

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.

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

1. 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 anti-Semitism?

The word Anti-Semitism means prejudice against or hatred of Jews. This term could also be used to refer to the hatred of various liberal, cosmopolitan, and international political trends of the 18th and 19th centuries often associated with Jews. Anti-Semitism towards the Jewish people is characterized by violent riots launched against Jews and other forms of discrimination. Anti-Semitic political parties were formed in countries such as Germany, France and Austria.

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

engulfed - 42	brusquely - 45	scowled - 45	boasting - 49	defiance - 50
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READ

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

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

Tunes for Bears to Dance to, pp. 41-50

Setting	Characters	Pages
the street in front of the tenement	Henry, Jackie Antonelli, and the veteran	41-43
inside Henry's apartment	Henry, Henry's father and mother	43-44
the corner store	Henry, Mr. Hairston, and Mr. Levine	45-47
delivery entrance	Henry and Doris	48-50

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

Students might mention:

- Henry fights with Jackie Antonelli when Jackie says that it is Henry's father who belongs in a mental institution.
- At home, Henry's father is sitting at the kitchen table doing nothing, and his mother is upset because her boss docked her pay today.
- At work the next day, Mr. Hairston comments on the old man tipping his hat to no one.
- Henry explains that this is Mr. Levine, a nice old man, and a survivor. Mr. Hairston warns Henry to be wary of Jews.
- While unloading the delivery truck, Henry sees Doris again. He realizes that she isn't clumsy at all, that her father has been abusing her.

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

- Maintain the KWL chart you have been keeping about the Holocaust. What have you learned from today's reading about Anti-Semitism?
- Continue keeping track of positive and negative role models in the story. Record the characteristics of each. Where do the old man and Mr. Hairston fall on this spectrum?

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**One possible activity:**

In pairs, pretend one of you is the counselor and the other is Henry. Allow three minutes for Henry express his concerns about today's events. Allow two minutes for the counselor to respond with advice or suggestions. Then switch roles.

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

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?

9. Analyze Analyze the key paragraph.

Key Paragraph – 46

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

EXTEND

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

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.)

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *Tunes for Bears to Dance to, Day 6*



Outcomes for Today

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

1. 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?

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. "Holocaust" is a word of Greek origin meaning "sacrifice by fire." The Nazis, who came to power in Germany in January 1933, believed that Germans were "racially superior" and that the Jews, deemed "inferior," were a threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

For more information, follow the link below:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>

2. Word Wall

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

rebuff - 51	gruffness - 53	therapy - 56	ominous - 56	stubbornly – 59
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

Tunes for Bears to Dance to, pp. 51-60

Setting	Characters	Pages
the corner store	Henry and Mr. Hairston	51-54
Henry's apartment	Henry and his mother and father	55-57
the corner store	Henry and Mr. Hairston	58-60

RESPOND

5. Timeline

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

Students might mention:

- Mr. Hairston asks Henry to remain after work. He shows him a sketch for his brother's monument and suggests that they might be able "to work something out" when it comes to paying for it.
- At home that evening, Henry's mother announces that father is off to a hospital that can give him the therapy that he needs.
- The following day, Henry is dying for another peek at the drawing.
- When he finally has a chance to steal a look, he finds that Mr. Hairston has drawn an X through the design.
- Before going home, and without explanation, Mr. Hairston tells Henry that he will be fired at the end of the week.

6. Map

Add to ongoing class 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?

EXPLORE

7. Activity

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

One possible activity:

Design the bat and ball monument.

Students may conduct research using the internet or other authoritative print resources to gain an understanding of what monuments look like.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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.”

EXTEND

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

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.

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan ***Tunes for Bears to Dance to, Day 7***



Outcomes for Today

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

1. 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 survivor?

A survivor is a person who survives, especially a person remaining alive after an event in which others have died. A survivor could also be defined as someone who copes with difficulties in their life. In this novel, the old man, Mr. Levine, is a survivor in both senses of the definition since he has survived the Holocaust and also copes with the difficulties life has given him.

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

reverberated – 62	sauntered - 62	dismally – 63	abashed – 64	cunning - 69
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READ

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

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

Tunes for Bears to Dance to, pp. 61-71

Setting	Characters	Pages
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corner store	Henry and Mr. Hairston	61-63
craft center	Henry, George Graham, and Mr. Levine	63-65
corner store	Henry and Mr. Hairston	66-71

RESPOND

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

Students might mention:

- What Mr. Hairston said was that his services would no longer be necessary.
- While his last day was to be Saturday, Mr. Hairston urged Henry not to "shirk his duties" until then.
- At the craft center, Henry finds out that Mr. Levine's village has won first prize and that he is invited to the ceremony.
- Back at the corner store, Mr. Hairston tells Henry that there is one way he can keep his job.
- He will have to sneak into the craft center and smash the village Mr. Levine has built.

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

- Maintain the KWL chart you have been keeping about the Holocaust.
- Continue keeping track of positive and negative role models in the story. How is Mr. Levine a positive influence on Henry? Do you know any survivors? How do they play a role in your life?

EXPLORE

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

One possible activity:

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.

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

Key Questions

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.

9. Analyze Analyze the key paragraph.

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.

EXTEND

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

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.).

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *Tunes for Bears to Dance to, Day 8*



Outcomes for Today

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.
- 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

1. 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 blackmail?

Blackmail is treated as a criminal offense. It is the act of demanding money from someone in return for not revealing compromising information about that person. More broadly, it often involves unjustified threats to make a gain or cause loss to another unless a demand is met. It may be defined as coercion.

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

jubilantly – 71	dumbfounded- 73	suffocatingly - 76	ascending- 80	hypnotized – 80
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READ

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

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

Tunes for Bears to Dance to, pp. 71-83

Setting	Characters	Pages
the corner store	Mr. Hairston, Henry	71-83

RESPOND

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

Students might mention:

- Henry believes for a moment that he has found a way out of this predicament when he explains how the village will be moved to City Hall by Saturday.
- Mr. Hairston assures Henry that he can get the job done before then.
- He tells Henry that he can have the monument if he will just follow through. He threatens to slander Henry's name all over town if he does not.
- The following day, Mr. Hairston makes promises to help Henry's mother out also, but threatens to have her fired if he does not follow through with the plan.
- Mr. Hairston tells Henry if he is going to do it, he must do it TODAY, or never return.

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

- Maintain the KWL chart you have been keeping about the Holocaust.
- Continue keeping track of positive and negative role models in the story.
- Revisit the OMP you previously created for Henry – what do you think he is feeling at this point in the story?

EXPLORE

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

One possible activity:

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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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."

EXTEND

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

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.

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Tunes for Bears to Dance to , Day 9



Outcomes for Today

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.
- 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

1. 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 mallet?

A mallet is a type of hammer, often made out of rubber or wood. Rubber mallets deliver a softer blow, while wooden mallets are often used in carpentry to knock wooden pieces together. Wooden mallets can often be seen in cartoons such as Bugs Bunny and other Looney Tunes animations.

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

oblivious - 84	haphazard - 86	destined - 86	mallet - 88	conspiracy - 92
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READ

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

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

Tunes for Bears to Dance to, pp. 84-95

Setting	Characters	Pages
the streets of town	Henry	84-85

the craft center	Henry and George Graham	85-86
the storage room	Henry	86-87
in front of the village	Henry and a rat	88 –90
a furniture store doorway	Henry and Mr. Hairston	91-95

RESPOND

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

Students might mention:

- Henry heads for the craft center, thinking "I'm not going to do it."
- When he arrives, people are bustling around, but Mr. Levine is home getting rest.
- Henry hides in a storage room and falls asleep. When he awakes everyone is gone. He wonders whether he is destined to do this and whether it is so bad a thing to do anyway, considering all he stands to gain.
- He holds the mallet above his head and accidentally smashes the village.
- He meets with Mr. Hairston and realizes that all Mr. Hairston wanted was to corrupt him. Instead of taking what Mr. Hairston has promised him, Henry quits.

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

- Maintain the KWL chart you have been keeping about the Holocaust.
- Continue keeping track of positive and negative role models in the story.

EXPLORE

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

One possible activity:

With 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.

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

Key Questions

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?

9. Analyze Analyze the key paragraph.

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.

EXTEND

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

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 been 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, ect.)

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

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Tunes for Bears to Dance to, Day 10



Outcomes for Today

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

1. 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 forgiveness?

Forgiveness is the intentional and voluntary process, by which a victim undergoes a change in feelings and attitude regarding an offense, lets go of negative emotions and has an increased ability to wish the offender well. The benefits of forgiveness have been explored through religious thought, the social sciences and medicine. In today's reading, Henry prays for forgiveness for Mr. Hairston.

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

gratitude - 96	exhibition - 97	pledged -98	sparser - 99	postponed – 100
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READ

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

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

Tunes for Bears to Dance to, pp. 96-101

Setting	Characters	Pages
the apartment	Henry and his parents	96-97
the delivery area behind the store	Henry and Doris	98-99
the craft center	Henry, Mr. Levine and George	99-100

	Graham	
the cemetery	Henry	100-101

RESPOND

5. Timeline

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

Students might mention:

- Henry stayed away from both the corner store and the craft center for some time.
- Henry's family packed to move back to Frenchtown.
- Before they moved, Henry made a visit to Doris. He advised her to stand up to her father as he had.
- He also paid a visit to the craft center. He did not confess to what he did, but was relieved to see the old man working away.
- After moving back to Frenchtown, Henry took a bat and baseball up to his brother's grave and created for him a proper monument. There he prayed for forgiveness.

6. Map

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

- Maintain the KWL chart you have been keeping about the Holocaust.
- Continue keeping track of positive and negative role models in the story.
- Revisit the OMP you made for Henry – what do you think is on his mind at the conclusion of the story?

EXPLORE

7. Activity

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

One possible activity:

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.

8. Discussion

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

Key Questions

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?

9. Analyze

Analyze the key paragraph.

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.

EXTEND

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

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

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

Extend the reading to the students' lives or to the world.