

Character Based Literacy Program

Independent Study Lesson Plan

Framed in Fire, 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 is a family?

What is fire prevention?

What is the purpose of a formal business letter?

What is a tent revival?

What do you consider a talent?

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

transparent (8)	hyperactive (8)	emerged (9)	mysterious (10)	hovered (14)
exploit (25)	boycott (25)	repulsive (26)	rasp (26)	ruptured (28)
glimpse (50)	sterile (51)	unoccupied (51)	crevice (52)	contraband (52)
misunderstanding (75)	negotiate (78)	ledger (81)	tally (83)	curious (84)
anxious (92)	tablet (92)	inscription (93)	fraction (93)	temptingly (93)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 7-10

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

Map

Continue to add to your class KWL chart (instructions in the introduction of the lesson)

Map

Continue to add to the class KWL chart on mental illness.

Map

Add to your KWL chart of mental illness. Cite the sources you are finding your information.

EXPLORE

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

Open Mind Portrait

Create a picture/poster of Peter's likeness. What do you think he is thinking and feeling as he realizes his mom will not stand-up for him? He knows Buck is trying to make him look sick? Add 3-5 thoughts to your OMP.

Justice Chart—Dr. Lubber

Start filling out the Justice Chart on Dr. Lubber. What actions does he take that are unjust? Give evidence from the reading to support your claim. You will use this chart to help write your final product.

Open Mind Portrait

Add to your OMP of Peter. What do you think he is thinking and feeling as he saves the neighbor's home? Gets in a fight? And is accused of hurting Lincoln? Add 3-5 new thoughts to your OMP.

Cartoon

The neighbor's house caught on fire, re-read pages 29-31.

Create a cartoon that shows the steps you should take if you see a fire OR

Create a cartoon that gives 2-3 fire prevention tips.

Justice Chart—Dr. Lubber

Continue filling out the Justice Chart on Dr. Lubber. What actions does he take that are unjust? Give evidence from the reading to support your claim. You will use this chart to help write your final product.

Open Mind Portrait

Add to your OMP of Peter. What do you think he is thinking and feeling as he meets his roommate and other patients? Gets used to the schedule? Attends his first meeting? And hears from his mom? Add 3-5 new thoughts to your OMP.

Open Mind Portrait

Add to your OMP of Peter. What do you think he is thinking and feeling as he hears from Lincoln? Stops taking his meds? Starts school? And learns more about Edward? Add 3-5 new thoughts to your OMP.

Open Mind Portrait

Add to your OMP of Peter. What do you think he is thinking and feeling as he learns his mother lied about his father? Has to see Dr. Lubber again? Starts to feel supported by the staff? And starts to befriend Eugene? Add 3-5 new thoughts to your OMP.

Venn diagram

Create a Venn Diagram of Lila and Dr. Lubber. What are their similarities and differences? Use this to write a character comparison of the two characters.

Justice Chart:

Add to the Justice Chart for Dr. Lubber. What actions did he take today that were unjust? Give evidence from the reading to support your claim. You will use this for your final writing product.

Discussion

Key Questions, p. 7-23

1. Peter describes his life, before Buck, as normal. How would you describe a “normal” life? Is “normal” different for everyone? Explain.
2. What does Buck do for a living? How are Buck and Peter related?
3. Who is Lincoln? Do Peter and Lincoln get along? How does the age difference hinder or help their relationship? Do siblings normally get along, all the time?
4. Buck thinks Peter has ADHD and wants him medicated. What are the side effects of medication? Do you think his behavior warrants medicine? If you were the doctor, how would you choose to treat Peter?
5. How old is the narrator? What point of view does the narrator have?
6. What is Buck trying to do to Peter? Why do you think he wants this outcome?
7. Why won't Peter's mom stand up for Peter?

8. The author calls each character by their first name, except for Peter's mom. Why do you think she remains nameless?

Key Questions, p. 24-29

1. What attempts did Peter make to be more compliant around home? Why were his efforts ignored? Is there anything he could have done to become the person Buck wanted him to be?
2. Is there any way Peter could win in the conflict between him and Buck? What suggestions do you have for him to make his situation better?
3. Does the author do a good job creating conflict between Peter and Buck? In this novel who is the protagonist and who is the antagonist?
4. What impressions do you have of Peter's mother? What are her fears? Are they valid?
5. Peter acted during the fire. Do you think he made the right decisions? Is there anything he should or shouldn't have done? Why did Buck consider him a "loose cannon" after this event?
6. Peter's mom warned him about his worst nightmare coming true. When she made this warning, what literary device was the author using? What is Peter's worst nightmare?
7. What is Peter's state as he is being checked in? How would you characterize his behavior? Why do you think he is acting this way?
8. Who is Edward? Why is he called Scorpio? Based on Peter's interaction with him, what is your perception of him? Explain.

Key Questions, p. 50-74

1. Each time Peter encounters Edward he hears a click. What do you think the 'clicks' are?
2. What does Peter learn about the others at the hospital? How does Sarah know this information? What does he have to do to get out?
3. Why do you think they are paying such close attention to Peter? What do you think Buck put in his file? How long do actions have to last to form a habit good or bad? How long do you think it will take Peter to form impressions on the staff?
4. Do you think Peter misses his dad or do you think he misses the idea of his dad? What is the difference between the two?
5. What roll does Edward play at the facility? How would you describe the characteristics of his actions?

Key Questions, p. 75-91

1. Why did Lincoln call Peter? What does that say about their relationship? What do you think his dreams are trying to tell him or Peter? What clues does he give?
2. What will happen to Sarah if she doesn't eat? How does Eugene predict her outcome? What does she see when she looks in the mirror?

3. Explain the counter that Edward uses. What does it count? He is counting his deeds for a specific purpose. Should you count deeds or just do them for the sake of doing them?
4. How does Peter describe his relationship when he is at home? What role does he fill? Once he completes his steps in the program do you think his life will be different at home? What else will need to change in order for the outcome to be more positive?
5. Lila knows Peter is not taking his meds, Peter feels great by not taking them. How will this affect his treatment at the center? How should he handle not wanting to be on the meds?

Key Questions, p. 92-109

1. Peter starts to read aloud to Eugene. What kind of safety does this time provide for Peter and Eugene? What does this time signify?
2. Is he making friends? How do you know? What are the signs of friendship between Peter and Eugene and Peter and Sarah? Create a list of 5 signs and give your reasons.
3. Peter peels the book plate. What does he learn? What should he do to get answers?
4. Why does Peter choose to follow Sarah? Is he making good choices? Do you think their relationship is healthy? Explain.
5. Clair brings in the meds for Eugene and Peter. What is Eugene doing to assist Peter? Is this a sign of friendship? Explain.
6. Dr. Lubber invites Peter into his office and has him sit in a chair that was “half a foot shorter than his” page 100. What does this arrangement signify? What is Dr. Lubber trying to prove? How does body language and body placement speak louder than words?
7. Based on the reading Peter sees Lila and Dr. Lubber. Which person is in more of a position to help Peter? Why? What characteristics need to be in place to have a helping and healing relationship?

EXTEND

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

Key Paragraph, p. 22

“You think leaving’s the answer, Peter? It’s not. We’d have nothing.” “We’d have each other.” “That’s not enough. You have to give Buck a chance. If you don’t, your worst nightmare could come true.” (p. 22).

Writing Prompt

Peter notices his mother crying. She is afraid to leave because she’ll have nothing. What do you think she means when she says, “If you don’t give Buck a chance, your worst nightmare could come true.”? Predict what you think she means. In this situation who do you agree with more? Peter, for wanting to leave and make it, on their own or his mother who is doesn’t want to be left with nothing?

Write a one paragraph argument. Introduce your claim (who or what you agree with) acknowledge the opposing viewpoint and organize your reasons logically. Give your reasons support with relevant evidence and sources. Use words, phrases, and transitions to create cohesion throughout your paragraph. Conclude with a sentence or statement which supports your opening claim.

Key Paragraph, p. 33

“But I didn’t spend much time wondering about Lincoln or his dreams. I had my own problems. While everybody outside our family was thinking I was some kind of hero, Buck was saying I was some kind of loose cannon, that I was a danger to Lincoln.” (p. 33).

Writing Prompt

Based on today’s reading do you consider Peter to be a loose cannon or a hero. Create a “T” Chart. On one side give reasons Peter is a hero. On the opposite side give reasons why Peter is a “loose cannon”.

State in one full sentence if you claim Peter is a loose cannon or a hero. Write a one paragraph argument which supports your claim. As you write acknowledge the opposing viewpoint. Give evidence/reasons that support your claim. Create cohesion in your writing by using formal style and language with clear transitions, phrases, and clauses. Conclude with a statement which supports your argument.

Key Paragraph, p. 64-65

“You don’t eat enough? ‘So they say, food sucks.’ ‘You gotta eat.’ ‘Why?’ ‘I wasn’t sure why. I’d tasted my food. It was OK, but I had a hard time getting it past the lump in my throat.’ ‘So you can go home”. (p. 64-65).

OR

“She pushed her tray away.” ‘What do you have to do to go home?’

“I shrugged, but I had a pretty good idea: watch my mouth, quit fighting, play along.” (p. 64-65).

Writing Prompt

Peter, Sarah, and the Poet all have to take actions in order to go home. Choose one of the characters. Based on the reading on pages 63-66 **write an argument in which you try to convince them of actions they should take to go home. Start your argument with an opening statement in which you state your viewpoint. Include the opposing viewpoint in your opening. Give evidence to support your viewpoint. Use good transitions, phrases, and words to give flow and consistency to your writing. Conclude with a statement that supports your viewpoint.**

Key Paragraph, p. 82

“I went back on my own the next day, but the tent was gone. Everything was gone. As if I’d imagined the whole thing. But it wasn’t my imagination. And I made up

my mind. I was going to be a better man. I was going to put that tally book in better shape.” (p. 82).

Writing Prompt

Describe Edward’s tally book and his counter. What is he trying to do? How does his system work? What do you think of his system? Would it work for you? Do you agree with his method and reasons for keeping the counter?

Write a one paragraph argument in which you state your viewpoint of Edwards tally system. Introduce your claim to the reader and acknowledged the counterclaim or opposing viewpoint. Give reasons and evidence to support your viewpoint from a credible and reliable source. Use words, phrases, and clauses to create cohesion between your viewpoint and your evidence. Conclude with a statement that supports your claim.

Key Paragraph, p. 105

“When did my dad really die? How? And finally, the one idea that kept flaming up from a dark corner of my mind: If my mom had lied about *when*, could she have lied about the whole thing? *Did* he die?” (p. 105).

Writing Prompt

The author is taking a turn in the plot right now. Do you find it believable that Peter may be questioning that his father is really dead? Is the author writing in a convincing manner? Why or why not?

Write a one paragraph argument to support or oppose the above questions. In your opening state your claim and acknowledge the opposing viewpoint. Give evidence from the reading or a credible source to support your viewpoint. Use clauses, transitions, and strong vocabulary to give flow to your paragraph. Conclude with a statement which supports your argument.

Justice Chart; Dr. Lubber

In the reading we meet Dr. Lubber. Keep track of how Dr. Lubber treats Peter unjustly. This information will help you as you write your final paper.

You will find the information you need in:

Day 1, chapter 2

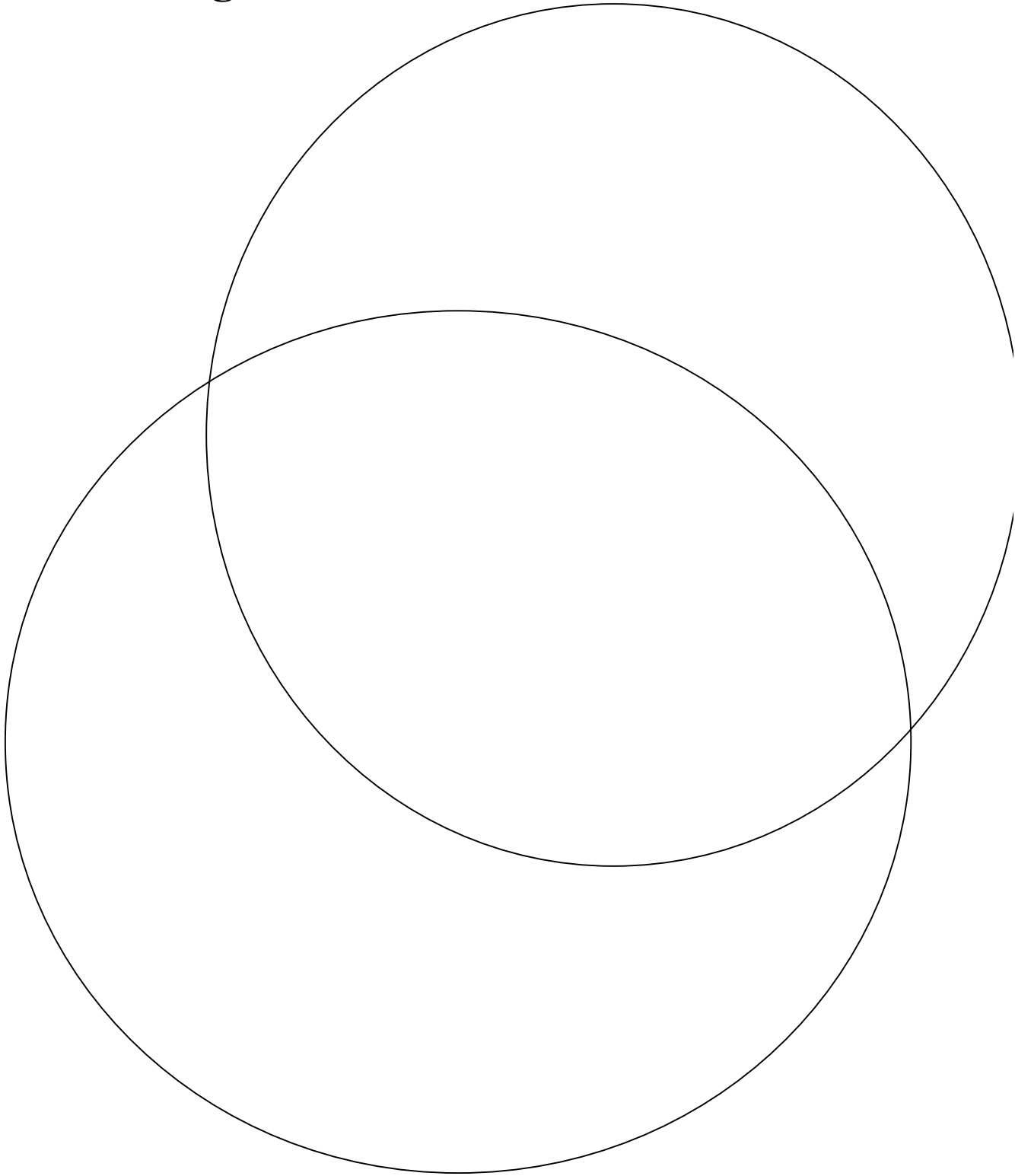
Day 2, chapter 3

Day 5, chapter 11

Day 6, chapter 14

Chapter/Page Number	Claim	Evidence

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Framed in Fire, 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 are the effects of smoking?

What is the Seattle Space Needle?

What are the possible consequences to Peter's actions?

What is faith?

Why is it important to write your story or journal?

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

delusions (111)	leech (115)	suspicious (115)	edited (116)	version (116)
exaggerate (133)	hefty (134)	resolved (135)	absentminded (144)	casually (145)
duffel (154)	lumberjack (157)	shouldered (158)	glancing (159)	scruff (160)
Tucked (177)	Exposed (177)	Casually (179)	Posse (181)	Tingly (182)
outnumbered (198)	dawn (198)	fatigue (199)	unison (203)	curious (203)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 110-131

RESPOND

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

Think about what you read today and begin your timeline

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

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

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

Map

Add Mental Illness to the class KWL Chart.

Map

KWL Chart—continue to add to the KWL chart “Mental Illness.”

Map

KWL Chart-Continue to add to your KWL chart “Mental Illness”

Map

Add to your KWL Chart on Metal Illness.

EXPLORE

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

KWL Chart

One possible activity: K-W-L chart. Continue figuring out the clues. *What information has the author given the reader about Lincoln’s dreams lately? What clues has he given you about Peter’s father?* Write about what you know, want to know, and have learned. What additional questions do you have?

Open Mind Portrait

Add to your OMP of Peter. What is he thinking and feeling as he learns more about his father? Meets with his family for the first time? Learns his diagnosis? And continues to connect with Sarah, Eugene, and Edward? Add 3-5 new thoughts to your OMP.

Justice Chart

Add to the Justice Chart for Dr. Lubber. What actions did he take today that were unjust? Give evidence from the reading to support your claim. You will use this for your final writing product.

Open Mind Portrait

Add to your OMP of Peter. What do you think he is thinking and feeling after he meets with Lila? Learns about his past? Realizes Sarah believes him? As he decides to leave? Add 3-5 new thoughts to your OMP.

Open Mind Portrait

Add to your OMP of Peter. What do you think he is thinking and feeling as he says goodbye to his friends? Sees Lincoln? Learns that his money is gone? Is turned in by the bank manager? Add 3-5 new thoughts to your OMP.

Book Cover

One possible activity Draw a new front cover for the book. What do you the characters look like in your imagination? Would you have a different cover altogether? How would you entice readers?

Open Mind Portrait

Add to your OMP of Peter. What do you think he is thinking and feeling as he is assisted by Edward? Has a racial encounter with the two men? Is pulled over by the police? Add 3-5 new thoughts to your OMP.

Discussion

Key Questions, p. 110-131

1. Peter tells Sarah about Lincoln. She doesn't take him seriously and he questions his friendship with her. Do you think he deserves a chance or is Sarah right to judge him?
2. Why did Peter tell Sarah about Lincoln and his dreams in the first place? What trait does their relationship have in order to share that kind of information? Explain.
3. What does Peter's dream of Sarah signify?
4. Peter realizes that he has to start working on a ticket out of Resthaven. What is his first step?
5. Page 116, Peter describes his meeting with his family as, *"feeling like a visitor from another planet who understood English but couldn't speak it. I couldn't explain to them that there was nothing wrong with me."* What words should Peter use to help his family and Lila see his perspective and make them understand?
6. Home is one option for Peter once he leaves Resthaven, what are his other options?
7. What is Peter's mother's role in the family? What is she most concerned about?
8. Peter sees his copy of *Hawk*, waiting for him like an old friend. In what ways can a book or an object be described as an old friend? Explain.

9. Edward's dad says, *big things come of big decisions*. What does this phrase signify? Explain. What should you do before you make a big decision? Is there an element of faith before acting on one?

Key Questions, p. 132- 153

1. Lila asks Peter about taking his meds. Why did he decide to tell her the truth? How did that action change the course of his session with her?
2. Lila talks about Peter's strengths and his weaknesses. Name three strengths for Peter and three weaknesses. Is it possible to have a strength and weakness that are the same quality? Explain.
3. How has the friendship between Eugene and Peter developed lately? How does their friendship contrast to Sarah and Peter? Do you think one friendship is more true than the other? Explain.
4. What impact has Peter reading the novel aloud to Eugene had on Eugene?
5. Sarah claims, "you won't find a better helper than me." Predict what this action may have on her recovery. What do you think will happen to Sarah? Explain.

Key Questions, p. 154-176

1. Why do you think Peter chooses to escape? What are other alternatives for him? Should his friends have helped him see other options? What would be the consequences of his actions if this were real life?
2. What change occurred in Eugene as Peter was saying good-bye? What triggered that outcome?
3. How did Lincoln see Peter? What does Lincoln want to do? Does Peter show wisdom by not taking him with him?
4. How did the bank manager know not to give Peter the money? Who is he responsible to? Did he cross a line by calling Buck?
5. How is Lincoln able to help Peter? Does that help cement the bond between them? How? Is there anything closer than a sibling relationship? Explain.

Key Questions, p. 177-197

1. Why did Edward decide to put his faith in Peter? Would you risk everything for someone you barely know? (Consider the circumstances of where they met)
2. Why did Edward have Peter hide? What was his concern as they left town?
3. Edward and Peter got in a confrontation with two men. What was the confrontation about? Was there any way Peter and Edward were going to leave without an altercation? What choices did they have?
4. What does Peter do to signify that Edward is his friend? What are different ways that people show friendship?
5. How is Sarah able to assist Edward and Peter? Do you think her action will make a difference for her treatment? How can having a purpose make a difference on how you view things?

EXTEND

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

Key Paragraph, p. 115

"Bucky was on my lips, but I didn't let it out. I needed to start working on my ticket out of the place." (p. 115).

Writing Prompt

Based on the interaction with Buck when Peter enters the room and throughout the session do you think Peter exercises restraint? Do you think his reasons for exercising restraint are legit or do they need to come from a more honest position?

Write a one paragraph argument in which you support Peter and his use of restraint or oppose his actions. In your opening statement give acknowledgement to the opposing viewpoint. Give evidence to support your claim and counterclaim. Use good transitions, phrase, and clauses to maintain flow and consistency in your writing. Conclude with a statement which supports your original claim.

Key Paragraph, p. 145

"Paper heroes, paper hearts, stir our dreams, give us hope for gentle champions of flesh and blood, but they touch us and they're gone." (p. 145).

Writing Prompt

What do you think Eugene is trying to say in his poem? Explain. How do some people have the ability to impact others positively and negatively and then leave? Write an argument in which you defend people who leave a positive impact on someone and then leave. Give examples to support your claim. Conclude with a statement that supports your claim.

Key Paragraph, p. 162

"Les dropped me off a couple of blocks from my house. Buck's big car sat empty in our driveway, and the house stood black and silent behind its windows. I relaxed a little. No one from Resthaven had called. Yet." (p. 162).

Writing Prompt

Do you think there are other ways Peter could have handled his situation instead of escaping? Problem-solve some other solutions. What would be the consequences of his actions if this were real life?

Based on your answers above, **write an argument letter to Peter. In your letter, state your argument (should he have left or not). Acknowledge other possible viewpoints and solutions. Give evidence to support your viewpoint. Use**

transitions, clauses, and tone to create cohesion in your writing. Conclude your writing with a statement that supports your initial claim.

Key Paragraph, p. 188

“...and he don’t like no salt-and-pepper crap goin’ on.” I didn’t know what he was talking about. “Don’t you got no pride, boy? Don’t you care who you’re hanging with?” (p. 188).

Writing Prompt

In what ways did the men at the gas station not follow the themes within the “justice requiring restraint” unit? What did they fail to do? Given the circumstances did Edward use restraint? How? Who in this situation used the most restraint?

Based on the information you know from the reading write a one paragraph argument in which you claim which character showed the most restraint during this altercation. You must acknowledge opposing viewpoints and claims. Give evidence from the reading and other credible sources to support your claim. Use proper transitions, clauses, and words to give your paper flow. Conclude with a statement which supports your claim.

Key Paragraph, p. 198

“What are you going to do if this turns out to be a fool’s errand?” (p. 198).

Writing Prompt

A friend is someone who makes you see the other side of situations even if it is a truth you do not want to face. Edward is a true friend and wants to make sure Peter is prepared for a different outcome. Peter has a plan, return to his life and wait it out, until he is old enough to leave. Do you agree or disagree with his plan?

Write a one paragraph argument in which you support or oppose Peter and his future plan. Give evidence to support your claim. Acknowledge the opposing viewpoint. In this paragraph you can give one or two suggestions of other things he could or should try. Use transitions, clauses, and word structure to give your paragraph cohesion and flow. Conclude with a statement which supports your claim.