

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 1



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.

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 2



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.

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 3



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."

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.**

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 4



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.

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 5



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.

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 6



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.

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 7



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.

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 8



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.**

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 9



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.

Character Based Literacy Program Writing Prompt

Framed In Fire, Day 10



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.