

Character Based Literacy Program

Independent Study Lesson Plan

HUSH, 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.

Who is Jacqueline Woodson?

Where is Denver?

Who are The Jehovah's Witnesses?

What are Miranda Rights?

What are death threats?

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

sizzle (1)	hunched (1)	avalanche (1)	knead (2)	coppery (2)
relieved (11)	morph (11)	hardwood (13)	speechless (14)	testify (15)
monogrammed (20)	arthritis (21)	gelato (24)	sourdough (26)	wharf (26)
squinting (27)	attorney (27)	precinct (28)	hostage (31)	epaulets (32)
raspy (40)	ruin (41)	concealed (43)	feat (43)	exasperation (49)

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. 1-50

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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

Create a map to trace the movements of the characters throughout the novel.

Map Materials

- Stiff paper 11x17 or bigger to make a map
- Or a printed map of the area
- Push pins or something else to mark the map
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

Decide where the story leaves off [or ends] today – this is usually the location of the main character. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

Decide if any of the places in today's reading are important for this story. Either add these places to the map or mark them.

Bookmark

Toswiah couldn't bring everything with her when she moved. Put yourself in her situation, and think about what you would find essential to have with you. You can add to this suitcase as the story progresses and you think of things that would be important to you.

Materials

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

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Step One: Make a list of things you would take with you in your suitcase.

Imagine that you are going to be moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Step Three: As you read the story you can add things to your suitcase**Variations of this Bookmark**

Draw the items inside the suitcase with a marker instead of gluing construction paper. Make a bigger suitcase – even life size if you want, or wall size, or 3D.

Variations for Writing

Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road. Pick one important item in your suitcase and write a paragraph explaining why it is important you.

Map

Add to the suitcase any items you would want to bring with you.

EXPLORE

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

Setting Sketch

Draw a sketch of the characters as they are seated at the dinner table.

Poster/Sketch

Draw a line down the center of a piece of construction paper. On one side, draw what the narrator's view and house used to look like when she lived in Denver. On the other side of the paper, draw what she is describing her house and view to be now.

Map

Look at a real map of San Francisco and find the sites mentioned in her new biography. Draw a map with those places.

Open Mind Portrait

Create an Open Mind Portrait for Evie.

Materials

- Large piece of stiff paper for each character, like 11x17 oak tag

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- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Open Mind Portrait

Make an open mind portrait for Evie's father. Try to capture his indecision about the right choice to make.

Discussion

Key Questions p. 1-15

1. How does Toswiah's life sound in CO? Does she sound happy?
2. Why do you think the author chose to begin the novel this way?
3. What literary device is the author using in this reading?
4. Who is in her family?
5. What does her father do for a living?
6. What can you tell about her father and his values so far?
7. What do you think will happen to her family by the end of the novel?
8. Who is the most important person in your family? Why?
9. Have you read any other books about families of policemen? What happened in them?
10. What is her greatest fear?

Key Questions p. 9-19

1. What does Evie mean by saying all you have is your soul?
2. Does Evie miss her old home? Why?
3. Have you ever moved away from your friends or home? How did you feel?
4. Why does Evie's family have to move?
5. Have you read any other novels where a character had to leave their home to escape something? What happened?
6. How does the author's writing capture Evie's emotions about her family's move?
7. Why do you think the author chose to depict Evie the way she did?
8. What does Evie's reaction to her family's move tell you about her values?
9. What do you think will happen to Evie's family after they have lived in their new home for a while?

Key Questions p. 20-26

1. How does Evie feel about leaving her grandmother and all her belongings in Denver?
2. How would you feel about this situation if you were Evie?
3. Have you ever wanted to leave behind everything and move somewhere where nobody knew who you were? What are the pros and cons of this solution?
4. What does Evie overhear her father talking about (page 24) and what is the Blue Wall of Silence?
5. What does the existence of the Blue Wall of Silence tell you about the policemen in the novel? Why is this a good thing, and a bad thing?
6. Have you read any other books where a character was in a situation like Evie's fathers? What happened?
7. Why do you think the author chose to make Evie's father a policeman?
8. What do you think will ultimately happen to Evie's father?
9. What fictional city does she now have to tell people she is from?
10. What details about San Francisco does she include in her new biography?

Key Questions p. 27-39

Evie and her father have many conversations about the shooting:

1. Is her father upset?
2. How can you tell?
3. What is he trying to decide?
4. What does this tell you about Evie's father?
5. Has someone close to you ever confided in you like Evie's father did? What happened?
6. How does the author successfully depict Evie's father's moral dilemma and his internal struggle over making the right choice?
7. Have you read any other books where the character had a choice to make? What happened?

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8. What choice would you make if you were in Evie's father's shoes? Why?
9. How do you think this event will affect Evie in the long-term? Why?

Key Questions p. 40-50

1. What is Inspector Oliver trying to get across to Evie's father?
2. Do you think he wants him to tell the truth or let it go?
3. How does he describe the cops who killed the boy?
4. What can you tell about Inspector Oliver's values based on his appearance in this reading?
5. Does the father think the boy would have gotten shot if he had been white? Why?
6. Why do you think the author chose to include the issue of race in the novel?
7. Have you read any other novels that centered on the issue of race? What happened?
8. Have you ever encountered racism in your life? How? What happened?
9. How would you feel if you were Evie in this situation? Why?

EXTEND

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

Key Paragraph, p. 3

"Some nights she is afraid her father will never come home. That he will never walk through that door, take off his hat and his badge, unfasten his holster and place it beside everything else on the table in the mud room. She reads the papers. She knows that cops get killed all the time. Even at her school she's heard kids say they hate cops" (p. 3).

Writing Prompt

It is normal to be afraid, especially of something, which you have no control over. However, it is important not to let fear rule your life. **In a short product, make an argument for why the narrator should not let herself be overcome by fear. Give some suggestions for how she can lessen her fear, using examples from the novel or from your own life. Make sure to cite your sources appropriately.**

Key Paragraph, p. 9

"There is a song that goes *All that you have is your soul*...It is true. When it comes down to it, every single other thing can be taken clean away from you. Or you can be taken clean away from it" (p. 9).

Writing Prompt

As Toswiah is experiencing, the only thing that cannot be taken away from you is your soul. **In one to two paragraphs, make an argument for why this is important to remember in your daily life. How would believing in this concept change your view of the world, your goals, and your values? Include examples from your own life or from the novel to support your argument.**

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Key Paragraph, p. 24

“They don’t know I hear them talking late at night when they think me and Cameron are asleep. Daddy says Mr. Dennis and Mr. Randall killed that boy. He wants to be a witness to it—break the Blue Wall of Silence” (p. 24).

Writing Prompt

By breaking the Blue Wall of Silence, Evie’s father is risking his life and the safety of his family to tell the truth. This is a hard decision to make, especially when there is so much at stake. **In a short product, make an argument for why Evie’s father should risk his life to tell the truth and get justice for the boy who was shot. Include evidence from the book or examples from your own life to support your arguments.**

Key Paragraph, p. 36

“My father said, ‘What would I do, T?’ I shrugged, and stared down at my hands. ‘What’s the right thing, Daddy?’ ‘Exactly,’ he said, frowning into the darkness. He sighed and kissed my head. ‘Both choices seem so damn wrong’ (p. 36).

Writing Prompt

Evie’s father has a very difficult choice to make. Think about a time when you had to choose between doing what was easier and doing what was right. What steps did you take to decide what to do? **In a short product, make an argument for how Evie’s father should go about choosing what to do. Be sure to include examples from your own life or from the novel to support your argument.**

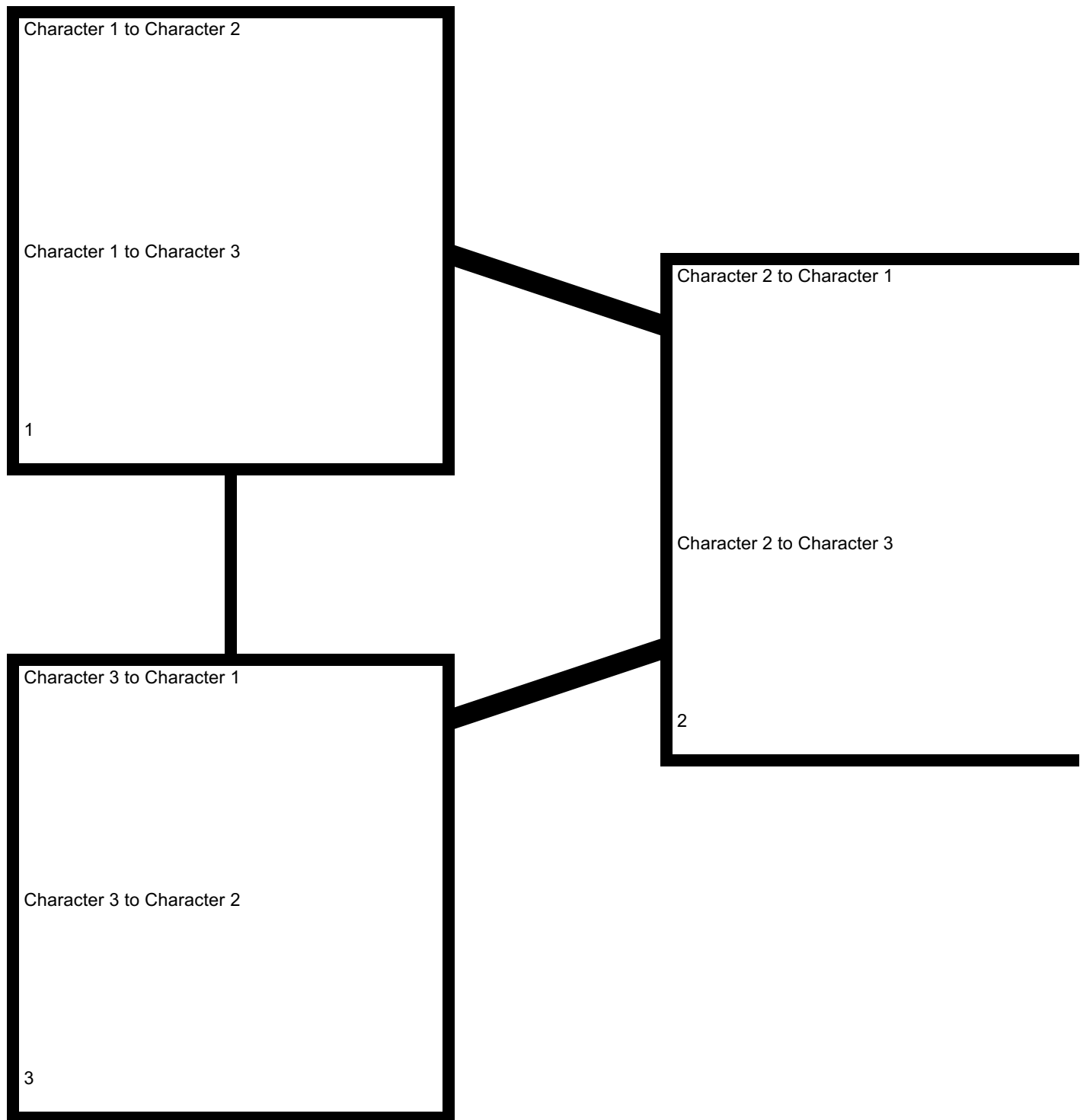
Key Paragraph, p. 49

“It is about race. If Raymond Taylor was white, I don’t think he’d be dead now” (p. 49).

Writing Prompt

Though we have come a long way since the days of slavery and civil rights movements, racism still exists in America. How big of a role do you think race played in the shooting of Raymond Taylor? **In one to two paragraphs, make an argument for how big of a factor race was in Raymond Taylor’s shooting. Use evidence from the book and examples from your own life to support your answer.**

5g6 Character Interaction Chart



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Character Based Literacy Program

Independent Study Lesson Plan

HUSH, 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 political rallies?

What is the Witness Protection Program?

What is Isolation?

What is Bullying?

What is Head Lice?

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

protest (51)	rally (51)	riot (51)	injustice (51)	racist (52)
records (57)	turntable (57)	phrases (57)	incubators (59)	peacoat (60)
safe house (63)	profile (65)	embarrasses (65)	sane (65)	trace (66)
immature (75)	autumn (76)	dimples (79)	cornrows (79)	narrowed (80)
crawl (85)	lice (86)	gulp (86)	knapsack (89)	cootie (86)

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. 51-90

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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 to the character interaction map between Evie and her parents with the information you have gathered in the recent chapters.

Map

Add to the map you created earlier. Include the new places mentioned by the characters in the last few chapters.

Map

Now that Evie is stuck in a safe house for several months, she may be wishing that she had chosen different items to bring with her. If you were in her situation, what items would you like to have? Add them to the suitcase bookmark started earlier.

Map

Evie is in a brand new town, with many things to learn. Put yourself in Evie's shoes, and use the KWL chart to record what you know about the new town, what you want to know, and what you learn. You will continue to fill out this chart as the novel continues.

Map

Evie's relationship with her parents has changed a great deal since their move. Add to the character interaction chart between Evie and her parents.

EXPLORE

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

Rap

Create a rap that expresses the injustice that many of the Black individuals would have felt in Denver when the black boy had been killed. Try to include a solution to the issue in your piece.

Open Mind Portrait

This is a very challenging time for Evie and her family. Create an OMP for her to try to understand her thoughts and feelings about her situation.

Story Prop

Design and write a postcard from Evie to Lulu.

Materials

- Construction paper, or other stiff paper
- Pencils, pens, crayons, markers
- Scissors, glue sticks if desired

Step One

Design your postcard and decide what to write.

Step Two

Make a colorful 9 x 12 inch version of the object.

Step Three

Put the prop you make up with others on the wall.

Setting Sketch

Draw a sketch of one of Evie's descriptions in this chapter.

Materials:

- Paper suitable for drawing, like 9x12 manilla paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Open Mind Portrait

Add to the Open Mind Portrait of Evie that was started earlier. Make sure to include her worries about her friends and her thoughts on the move.

Discussion

Key Questions p. 51-56

1. Why aren't the cops speaking to Evie's dad?
2. What has changed?
3. How does Cameron feel about leaving? Evie?
4. What happened that made Evie know that they *really* would not be staying in Denver?
5. How is Evie's dad handling the situation? What does this tell you about his values?
6. What is the biggest effect that race is having on this situation?
7. Why do you think the author chose to include this act of violence as the deciding factor in having the family move?

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8. Would you want to move, if you were Evie? Why or why not?
9. What do you think the hardest part about the situation would be for you? Why?
10. Why are people so threatened by the truth?

Key Questions p. 57-62

1. What will Evie miss?
2. Why is Cameron angry?
3. Look a little deeper into Cameron's reaction. What does her anger really mean? What does it tell you about her character and values?
4. How is Mr. Green reacting?
5. How do you think Evie's mother is feeling?
6. Is there anything that Evie or her sister could do to try to help this situation?
7. How do you think you would act if this were your family and experience?
8. Why do you think the author made her main character the younger sister?
9. How does the perspective of the main character influence how the reader sees the story?

Key Questions p. 63-71

1. What would it be like to be holed up in a house and not able to leave and not know where you were?
2. What kinds of stress is it putting on Evie's relationship with her sister?
3. Why do you think the author chose to set the characters in a safe house during this story?
4. What does the family's reaction to this situation tell you about their values?
5. What is Mr. Greene doing while the family waits in the safe house?
6. What language does the author use to depict the tension in the house?
7. What suggestions would you give Evie for ways to pass the time?
8. Have you read any other books where a character had to stay in one place for a long time? What happened?
9. Do you think the author is drawing on any of her own life experiences to write this section of the novel?

Key Questions p. 75-84

1. Is Evie well received in her new school?
2. How do the other girls treat her?
3. Why does she want to wear Anna's sweater?
4. How does she handle herself?
5. Why do the other girls end up not fighting her?

Key Questions p. 85-90

1. What does Evie see on Carla's head?
2. Even though Carla ended up with lice, was Evie still ignored?
3. How does Evie handle this, and what does this tell you about her values?

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4. How has Evie changed?
5. Why do you think the author chose to have Evie change in these ways?
6. What is motivating Anna to get good grades?
7. Do you think this part about Anna is foreshadowing anything for Evie?
8. Have you read any books where someone worked hard to get ahead? What happened?
9. Do you think Evie will ever make friends in this new town?

EXTEND

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

Key Paragraph, p. 54

"Glass covered the kitchen table and floor. The bullet holes were like small black caves against the white kitchen wall. I stared at them without blinking. I was not afraid. Some part of us that had been the same way forever was gone...I thought *this part of my life is over now*" (p. 54).

Writing Prompt

Now that Mr. Greene has made his decision about how to handle the situation, everything has changed for Evie and her family. Sometimes changes like these can be positive, and other times, these changes can be difficult for everyone involved. **In a short product, make an argument for why this will be a positive change for Evie and her family. How can you convince her to look on the bright side and try to find things to look forward to?**

Key Paragraph, p. 62

"When I closed my eyes, I wasn't in the van anymore. I was back at our house, waving good-bye to these strangers. Holding my father's hand" (p. 62).

Writing Prompt

Evie wishes that things didn't have to change. She doesn't want her family to move with some strangers to a new place where she doesn't know anyone. She doesn't want to leave her home or her friends or her life. Unfortunately, she has to. Would it be easier for her to try to forget about her past and start fresh, or hold onto the things that she loves? **Write a short product, making an argument for whether Evie should let go of her past, or hold on to what she loves. Make sure to include evidence for whatever path you choose to recommend.**

Key Paragraph, p. 66-67

"I didn't tell her that Lulu and I had made promises. We'd go to the same college. We'd room together...And Grandma. She'd be there, too. She'd promised. She was going to make a coconut cake for me. There'd be one candle on it—marking the first day of the rest of my life" (p. 66-67).

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Writing Prompt

Experts often tell people that the role of *hope* in a person's life is very important. It can keep them going under severe circumstances. **In a short product, make an argument for why Evie needs to stay hopeful, despite her circumstances. Include suggestions for how to do this, and evidence for how hope helps people like her.**

Key Paragraph, p. 82

“Don't even go there, Tamara. You know she's a Joho, and Johos can't fight anybody. It's against their religion” (p. 82).

Writing Prompt

Many religions practice nonviolence. **In a short product, make an argument for why practicing nonviolence is just in most situations. Include evidence to support your answer.**

Key Paragraph, p. 86

“I knew by the next morning she would be the cootie-girl, and even as I kept hearing the awful, gulping sound Carla made as she cried, I couldn't help feeling relieved that it was her and not me” (p. 86).

Writing Prompt

Humans have an emotional need called belongingness, which is the desire to be accepted into a group. Feeling as though you are a part of something greater than yourself is very important for happiness. One of the ways people form groups is by excluding others. **In a short product, make an argument for what Evie should do about her situation: she needs to belong to a group to be happy, but can only do so by unjustly excluding Carla. Use evidence to support your answer.**

KWL Chart

K	W	L
What do you know?	What do you want to know?	What have you learned?

Character Based Literacy Program

Independent Study Lesson Plan

HUSH, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is the difference between Revenge and Justice?

What is Depression?

What is Armageddon?

What is track and field?

Who is Wilma Rudolph?

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

forbids (92)	trembled (93)	therapist (94)	regret (95)	glares (97)
float (105)	curious (105)	believes (106)	flattens (107)	halfway (107)
preach (109)	engraved (110)	vague (116)	rattled (110)	psyche (115)
permission (125)	tutored (125)	academics (125)	baton (126)	flushed (129)
tiptoe (131)	eerie (132)	quicksand (132)	hungrily (132)	hollow (136)

READ

Review Review the timeline from the beginning every day.

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Read p. 91-138

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RESPOND

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

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

Map

Evie's family is still going through many changes. Add to the character interaction chart that you started earlier.

Map

Add to the KWL chart things you have learned in the last few readings.

Map

Add to the map created earlier to show the movements of the characters in the previous readings.

Map

Add to the character interaction chart between Evie and her parents and include the new developments in their relationships.

EXPLORE

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

Open Mind Portrait

Create a new Open Mind Portrait of Evie's father. He knows his choice was right, but it is also very difficult. What is he thinking?

Cartoon

Draw a cartoon expressing the main idea of the chapter.

Open Mind Portrait

Evie's mom has changed a lot since the family moved. She believes that she is doing what is best for her family. Create an Open Mind Portrait of her to try to understand her thought process.

Sketch

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Sketch Evie running.

Story Prop

Decide on what props are important for this story.

Materials:

- Construction paper, or other stiff paper
- Pencils, pens, crayons, markers
- Scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Discussion

Key Questions p. 91-104

1. Why is Evie's father having such a hard time?
2. If he thinks what he did was right, why is he feeling badly?
3. Why is he mad?
4. How would you feel if you were in Evie's father's situation? Why?
5. Why do you think the author decided to show Evie's father having so much trouble?
6. Why did the author decide to have Evie's mother become a Jehovah's Witness?
7. How does the author use language to depict how this situation is affecting Evie's family? What words and tones does she use?
8. Have you read any other books where a character's parents were depressed? What happened?
9. Do you think Evie's father will start to feel better about the situation?

Key Questions p. 105-108

1. Have you ever changed your mind about being friends with someone?
2. Is Evie happy that Toswiah came over and talked to her?
3. Why do you think Toswiah came and talked to Evie?
4. How would you treat Toswiah if you were Evie? Why?
5. Do you think Toswiah and Evie will become friends?
6. Why do you think the author chose to give Toswiah a "retarded" sister?
7. What effect does this detail have on the readers' opinion of her?
8. What does Toswiah's behavior tell you about her values?
9. Have you read any other books about someone changing their mind about their friendships? What happened?

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Key Questions p. 109-121

1. Why is the family having such a hard time?
2. What helps Mama cope?
3. How does the rest of the family feel about Mama's religion?
4. What positive things are they learning?
5. What is hard about it?
6. The girls are having trouble understanding why this is happening to them. What does Mama say about that?
7. If you were in Evie's situation, would you try to believe what your mom believed?
8. Why do you think the author chose to have the family struggle so much?
9. Have you read any other books where a family struggled significantly? What happened?

Key Questions p. 125-130

1. Why does Evie feel like she has to lie to her mother about track?
2. Do you think that's the best way for her to deal with the situation?
3. How does Evie feel about the team?
4. Why do you think the author chose track for Evie to become interested in?
5. Have you read any books about running or runners? What happened in them?
6. What language does the author use to describe how Evie feels when she runs?
7. What does the coach's actions tell you about his values?
8. Do you think Evie will be good at running? Why or why not?
9. What activities make you feel like you belong?

Key Questions p. 131-138

1. How does Evie feel when the girls call her Spider?
2. How does the family react when Mama says she got a job?
3. What do you see happening between the parents?
4. Why does the author decide to have Mama get a job?
5. How does the author depict Evie's feelings about her acceptance by her team?
6. What do Evie's feelings tell you about her values and needs?
7. Have you read any other books where someone became part of a group? What happened?
8. How would you feel if you were Evie in this situation?
9. Why is it important that Evie found something she likes?

EXTEND

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

Key Paragraph, p. 97

“He turns slowly and glares at my mother. ‘Do you know what that felt like? It felt like sending myself to jail’” (p. 97).

Writing Prompt

Evie’s father had close bonds with his police officer friends. They were like brothers but two of them did something terribly wrong. It takes a great deal of courage to stand and speak out against people who are close to you. **Write a short product arguing for why and how Evie’s father’s actions are courageous and brave. How do you know?**

Key Paragraph, p. 107

“‘No. I mean really retarded. Only everybody calls it ‘developmentally disabled.’ Only that’s too long to say. She’s seventeen.’ I don’t know what to say, so I don’t say anything. We stare out at the schoolyard without saying anything” (p. 107).

Writing Prompt

It is a very intimate thing to tell someone you have a developmentally disabled sister. Do you think Toswiah is trying to become friends with Evie? **In a short product, write an argument for whether or not Toswiah is showing signs of ‘justice requires restraint’ by respecting the rights of all. Use evidence to support your argument.**

Key Paragraph, p. 117

“Mama shook her head. ‘The Lord works in mysterious ways. He has His plans and it’s not for us to understand. There’s a reason why we’re here. We just don’t know it yet’” (p. 117).

Writing Prompt

Mama has started believing this statement more firmly since she changed her religion after the move. **In a paragraph, write a product arguing whether or not you agree with Mama that there is a reason for your existence. Use examples or evidence to support your answer.**

Key Paragraph, p. 125

“My mother thinks I am getting tutored in science, because she wouldn’t approve of track. Not now. Not as a Witness. Her motto is Academics and the Bible” (p. 125).

Writing Prompt

Evie feels like she finally belongs when she joins the track team. However, she feels that she has to lie to her mother about what she is really doing, instead of talking to her mother and trying to convince her of track’s importance. **In a short product, write a strong argument that Evie could use to convince her mother to let her run track. Make sure to support your reasons!**

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Key Paragraph, p. 133

“After practice yesterday, a few girls came over to me and slapped my hand, welcoming me. *Daddy longlegs*, Mira said when she waved goodbye. *Spider woman*. Later, *Spider*, someone said...Spider. I liked that” (p. 133).

Writing Prompt

Nicknames can be either positive or negative, depending on who chooses them. Sometimes they can make the person feel more included, and other times they can be used as tools of bullying. **In a short product, make an argument for whether or not nicknames are good. Do they hurt or help? Use examples or evidence to support your claims.**

Character Based Literacy Program

Independent Study Lesson Plan

HUSH, Week 4



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 an Indian Summer?

What are depression and suicide?

What is the Pledge of Allegiance?

What is Athletic Discipline?

What is a mental hospital?

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

annoyed (141)	inform (147)	harried (146)	cellophane (140)	sternum (141)
mosey (155)	flawless (156)	fluid (156)	shard (157)	pierced (158)
increments (163)	steered (162)	puzzled (162)	straitjacket (163)	apostles (163)
bogeyman (166)	hamstrings (167)	spikes (167)	refrain (171)	mantelpiece (173)
peels (175)	crook (175)	inheritance (176)	shuffle (176)	solarium (178)

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.

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Read p. 139- 180

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 to the map created earlier. Include Simon's Rocks School on it.

Map

Evie's father's suicide attempt will change the family's relationships once again. Update your character interaction chart with this new information.

Map

Add to the KWL chart created earlier.

KWL Chart

Finish your character map, KWL chart, and character interaction chart.

EXPLORE

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

Open Mind Portrait

Draw an open mind portrait of Anna, including her thoughts about escaping from this life that she is not happy with.

Sketch

Sketch a picture of Evie after she finds out about her father's suicide attempt.

Venn Diagram

Draw a Venn diagram. In one circle put Evie's name, in the other Anna. In the middle place all the thoughts/feelings/circumstances that they have in common.

Sequel

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What do you think will happen? Pretend you are the author and write a short alternate ending. Tomorrow, we will see how the author chose to end the novel.

Poster

Draw a poster that visually represents how you feel at the end of the novel. What images, icons, words, thoughts, feelings, come to mind?

Discussion

Key Questions p. 139-151

1. Why does Evie have a hard time trusting Anna about track initially?
2. Why is Anna so excited?
3. Does Evie end up trusting Anna about track? How do you know?
4. Would you trust Anna in this situation? Why?
5. How do you think their mom will react when she learns about Anna's plans?
6. Why is it important for Anna to be taking these steps for herself?
7. Why does the author include this in the novel?
8. Have you read any other books about students going to college early? What happened?
9. How does the author depict the sister's newfound trust? Why is this important?

Key Questions p. 152-158

1. Is running an escape from reality for Evie?
2. Does it give her something to call her own and something to be proud of?
3. Is Toswiah nice to her when she sees her?
4. What happened with Evie's dad? How does she feel about it?
5. What does Evie's father's suicide attempt tell you about how he is feeling?
6. Why do you think the author chose to include this in the novel?
7. Have you read any other books that discussed suicide? What happened?
8. How does the author describe the family's reaction to the news of their father?
9. What do you think will happen next?

Key Questions p. 161-165

1. Is Evie happy or sad that Anna will be going away to college?
2. Does Evie miss Lulu?
3. How does she "wish" she would have left Lulu? Why is she saying that? Does she really mean it?
4. What do you think will happen to Evie when Anna leaves?
5. What does Evie's parent's reaction to their current situation tell you about their values?
6. Have you read any other books about a family in such turmoil? What happened?

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7. How would you feel if you were Evie right now?
8. Why do you think the author directed the novel this way?
9. How does the tone of the novel in this section influence readers?

Key Questions p. 166-174

1. How is Evie finally settling into her new identity?
2. How can you tell?
3. How does Mama react to Anna's news?
4. How would you feel if you were Mama?
5. What do you think will happen next?
6. Why did the author choose to include this aspect of the novel?
7. What language does the author use to signal that the novel is close to the end?
8. Why is it important that the girls are becoming independent and creating their own identities?
9. Have you read any other novels where the characters greatly matured during the story? What happened?

Key Questions p. 175-180

1. In what way does Evie seem hopeful at the end of the book?
2. In what way does her father seem better?
3. Is he glad to be alive?
4. What kind of surgery did he have?
5. What do you think will happen to their family next?
6. How does the author use language to signify hope at the end of the novel?
7. What are the most important values in this novel?
8. Doing the right thing is very difficult. After watching what happened to Evie's family, would you have made the same choice as Evie's father?
9. Think of another book you read with a hopeful ending. What happened?

EXTEND

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

Key Paragraph, p. 146

"‘It's mine!’ I said, not caring that I sounded like a four-year-old. ‘Track's mine. And you and Mama and Daddy aren't gonna take it away from me. Nobody's gonna take it away from me’" (p. 146)

"All I'm saying is, Mama and Daddy aren't gonna get us out of this one. We're in it together and we got to do it ourselves. You'll run. I'll go to Simon Rock. Nobody's gonna stop either of us" (p. 146).

Writing Prompt

Both track and university life offer Evie and Anna freedom. They have something to take their minds off their troubles and something to look forward to. **In a short**

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product, argue why it is important for the girls to look for the future to help them through the present time. Use examples and evidence to support your argument.

Key Paragraph, p. 156

“My body was fluid. My stride was flawless. In my head, I saw myself in slow motion, running against the cold wind blowing up all around me. Running *hard* against it, into it, through it. And winning. I, Evie/Toswiah Thomas/Green...was winning” (p. 156).

Writing Prompt

Sometimes the best way to face a problem is to attack it head on. The paragraph above is a metaphor for Evie’s new approach to her life and difficulties. **In a short product make an argument for why this approach will work for her, or why it won’t. Use evidence from the novel to support your answer.**

Key Paragraph, p. 165

“Some days I wish Lulu and I had had a huge fight and screamed our hatred at each other. That by the time I left, our friendship had been bruised beyond repair. Then the missing wouldn’t hurt so. The holding on wouldn’t be so deep” (p. 165).

Writing Prompt

Sometimes it is easier to let go of things when it feels like there is a reason to. Evie is struggling to let go of her friendship with Lulu because it feels like there was no reason for them to end their friendship. **In a short product, argue why even though it is more difficult for Evie now, it will be better in the long run that her and Lulu’s friendship was not damaged before she left. Convince Evie to focus on the future.**

Key Paragraph, p. 171

“I press my hand to my chest. Seven months have passed since we left Denver in the middle of the night. My heart is still beating. I am no longer who I was in Denver, but at least and at most—I am” (p. 171).

Writing Prompt

While most people like to believe that they do not change, and that their thoughts, opinions and beliefs are the same at their core no matter what, this is not true – people change frequently, and this is a very good thing. Change is a sign of growth and maturity. **In a short product, make an argument to Evie why it is a good thing that she has changed since she has moved.**

Key Paragraph, p. 180

“Me and Daddy stare at each other for a long time—two, old, old buddies who knew each other when” (p. 180).

EXTEND

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Writing Prompt

Sharing secrets can unite people, or it can tear them apart. **In a short product, make an argument for whether the sharing of secrets is a good thing or a bad thing.**