Character Based Literacy Program Lesson Plan *HUSH*, Introduction

Outcomes for Today

Unit Roadmap

- Unit's big idea or theme = **Justice requires Restraint.**
- **Definition: There are things I cannot say or do to any other person, the planet or myself because justice demands it. The actions I take and the decisions I make must respect the rights of all.**
- Ideally this would be posted in your classroom.

Background information: This is a story about a family that enters the Witness Protection Program. Teachers may choose to share that information ahead of time, or let the story unfold and tell them when it occurs.

The Witness Protection Program

- There is a state and a federal witness protection program
- The federal government gives grants to the states to enable them to provide the witness protection program.
- The federal program is called WITSEC (the Federal Witness Protection Program) and was founded in the late 1960's by Gerald Shur when he was in the Organized Crime and Racketeering Section of the United States Department of Justice.
- The laws and regulations identifying and outlining the Witness Protection Program are outlined in the Witness Protection Act of 1996.
- The Witness Protection Program is run by the NSW Police Service

The Witness Protection Program is defined as a state or federal program designed to protect prosecution witnesses in serious criminal cases especially from bodily injury or tampering (as by providing aid in establishing a new identity in a new location) from serious criminals, organized crime, etc.

A person is admitted into the Witness Protection Program when:

- They face high risk of their and/or their family's security within the community
- The witness may need to testify in criminal trials

The Witness Protection Program includes the following:

- May provide for the relocation and protection of a witness and/or family.
- Offered protection against intimidation before their testimony or criminal retaliation after.
- Relocation and new identities to witnesses who risk their lives by giving their testimony, this is provided by the U.S. Federal Government or by the state government.
- Protect the safety and welfare of essential witnesses and others who have given information to police concerning criminal activity.

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Character Based Literacy Program Lesson Plan
HUSH, Day 1

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Learn about the author, Jacqueline Woodson
The author of *Hush* was born in Columbus, Ohio and grew up in Greenville, South Carolina. Her family, including her three siblings, moved to Brooklynn when she was seven. She has always loved to write, and started getting recognition for her stories when she was in fifth grade. She still lives in Brooklynn today, and has published many novels for children and young adults. While only a handful of her novels have autobiographical content, she says that she has felt every emotion that any of her characters have experienced. She encourages students and readers of her novels to never stop reading and writing. For more information, visit the author's website at: www.jacquelinewoodson.com

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

sizzle (1)	hunched (1)	avalanche (1)	knead (2)	coppery (2)

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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.

Read p. 1-5

Setting	Characters	Pages
Colorado	Mother. Father	1-5
	13 year old Cameron	
	12 year old Toswiah- narrator	

RESPOND

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

Students might mention
- Toswiah is recalling her mother's good cooking.
- She is afraid that her father, who is a police officer, will get killed.
- Her father comes home and they have dinner.
- There is foreshadowing that something is going to happen and everything is going to be different.

6. Map Add to ongoing class 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.

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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.

EXPLORE

7. 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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 2

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of ot hers while avoiding plagiarism and following a standard format for citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Where is Denver?
Denver is the largest city in, and the capital of Colorado. The city is almost exactly a mile above sea level, resulting in the nickname of *The Mile-High City*. The city was originally founded in 1858 as a mining town. It is located at the foot of the Rocky Mountains on the High Plains, resulting in sudden changes in weather. Temperatures can be very cold, or very hot, depending on the season.

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

relieved (11)	morph (11)	hardwood (13)	speechless (14)	testify (15)

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.

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Read p. 9-19

Setting	Characters	Pages
New city	Evie (was Toswiah)	9-19
	Anna (was Cameron)	

RESPOND

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

Students might mention:

- Evie talks about how she can't call herself Toswiah anymore.
- She has memories of Denver and her friends and misses it very much.
- She doesn't like her new home.
- Boys tease her and call her Neckbone.
- She remembers her mother a few years ago, in Denver, cooking. Mother was always afraid of dad not coming home.

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

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

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

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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.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 3

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
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b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Who are The Jehovah's Witnesses?
The Jehovah's Witnesses are a specific group of Christians, with beliefs very distinct from Christianity. They believe that the present world system will be destroyed at Armageddon, and that God's kingdom will be established on Earth, which will solve all of humanity's problems. The group formed in the 1870's in Pennsylvania.

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

monogrammed (20)	arthritis (21)	gelato (24)	sourdough (26)	wharf (26)

READ

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

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

Read p. 20-26

Setting	Characters	Pages
San Francisco	Evie, Anna	20-26
	Mother	

RESPOND

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

Students might mention:

- Evie tells the story of how her family had to leave Denver in the middle of the night.
- She explains how they had to leave everything behind and how even the realtor had to tell the new owners of their old house a lie about who lived there.
- It was very sad to leave her grandmother behind.
- Mama becomes very interested in the Jehovah's Witnesses after the move.
- Evie talks about her "made-up" history as a person who "grew up in San Francisco."

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

Add to the map based on the new location of the characters.

EXPLORE

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

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 4

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
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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 Miranda Rights?
The Miranda Warning or Miranda Rights are read by police to criminal suspects in custody prior to interrogation. Any information obtained from a suspect who was not read the Miranda Rights may be used to obtain evidence, but statements made by the suspect may not be used in court. Suspects are notified that they have the right to remain silent, and that anything they say can be used against them during criminal proceedings. They are also made aware that they have the right to an attorney, and that if they cannot afford one, an attorney will be appointed for them.

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

squinting (27)	attorney (27)	precinct (28)	hostage (31)	epaulets (32)

READ

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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.

Read p. 27-39

Setting	Characters	Pages
Denver memory	The family	27-39

RESPOND

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

Students might mention:

- Evie wonders who she is.
- Evie recalls being one big family of police officers in Denver. There wasn't any racial tension between blacks and whites on the force.
- Father had won a Medal of Bravery in Denver.
- Father tells Evie about the shooting of a 15-year old black boy that he witnessed by 2 white police officers.

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

5g6 Character Interaction Chart
Create a character interaction chart between Evie, her father and her mother. Add in some details now, and save the chart to add more information as the story progresses.

EXPLORE

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

Open Mind Portrait
Create an Open Mind Portrait for Evie.
Materials

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

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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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?
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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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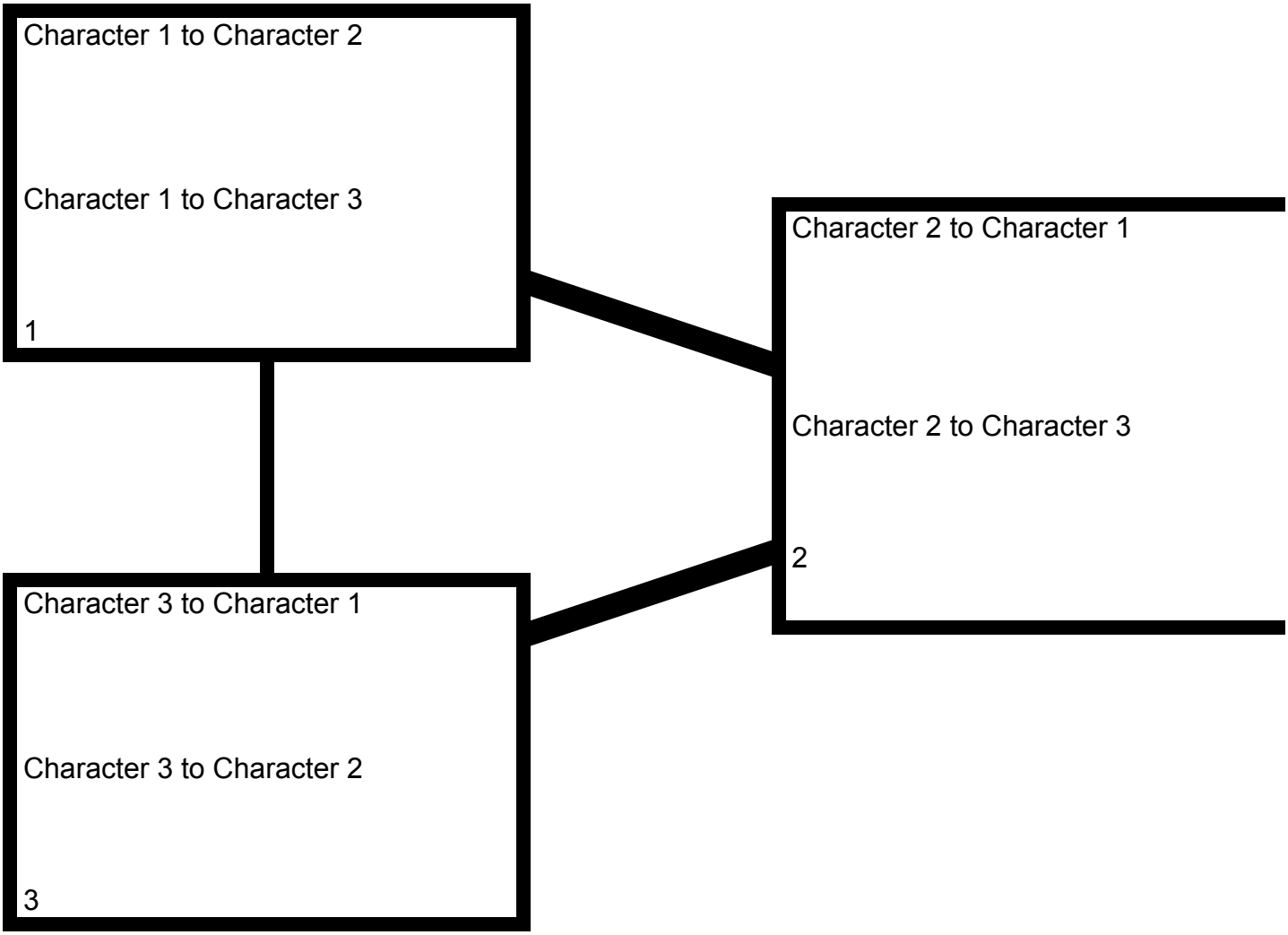
5g6 Character Interaction Chart



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Character Based Literacy Program Lesson Plan
HUSH, Day 5

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
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W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 death threats?
They are often made anonymously, are threats by one person or group of people to kill another person or group of people. These threats are often used to manipulate the victim's behavior, and can thus be considered a form of coercion, which is illegal in many areas.

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

raspy (40)	ruin (41)	concealed (43)	feat (43)	exasperation (49)

READ

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

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

Read p. 40-50

Setting	Characters	Pages
Denver	Family	40-50
	Inspector Oliver	

RESPOND

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

Students might mention:

- The family received death threats over the phone.
- Inspector Oliver comes over and talks with Dad about his choice.
- Dad decides he is going to tell on the cops because what they did was wrong.

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

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

EXPLORE

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

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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Key Paragraph, p. 49

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

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 6

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
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b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 political rallies?
They are also known as demonstrations or protests, are gatherings of groups of people in support of or to raise awareness for a certain cause. Sometimes they consist of marching as a group from one location to another, meeting at a certain point to listen to speakers, or creating a human blockade, disrupting life to bring attention to the protesters. These rallies are usually nonviolent, but can become violent, depending on the circumstances. Rallies and demonstrations can be very effective at raising support for a cause.

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

protest (51)	rally (51)	riot (51)	injustice (51)	racist (52)

READ

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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.

Read p. 51-56

Setting	Characters	Pages
Denver	The family	51-56

RESPOND

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

Students might mention:

- Evie describes the rallies in Denver by black citizens who knew that two white cops killed a black boy.
- Dad tells his family they need to leave Denver.
- Someone shoots three bullets into their kitchen.
- Evie knew that was the end of her life as she knew it.

6. Map Add to ongoing class 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.

EXPLORE

7. 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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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?**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 7

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 the Witness Protection Program?
It is run by the United States Department of Justice, and is designed to protect witnesses before, during, and after a trial. This program has never had a breach in security resulting in witnesses or their families being harmed. Witnesses and their families are given new identities with authentic documentation. And are moved to a new location to protect them. Witnesses are given money for their essential living costs, and provided with job training and employment assistance to help them adapt to their new environment. Witnesses are permitted to leave this program and return to their original identities at any time, though this is discouraged.

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

records (57)	turntable (57)	phrases (57)	incubators (59)	peacoat (60)

READ

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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.

Read p. 57-62

Setting	Characters	Pages
Denver	The family	57-62
	Men who take them away	

RESPOND

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

Students might mention:

- Evie describes the moon on the night the men came to relocate the family.
- She is sad and will miss her best friend Lulu.
- Cameron is angry and says Evie doesn't know anything about love.
- Evie says love is love.

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

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

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

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9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 8

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Isolation?
It is the process or fact of being alone, or without the contact of other people or society. This can produce very severe, negative reactions in human beings. Isolated individuals may experience feelings of loneliness, fear of others, and negative self-esteem. What social interactions they do have may feel superficial. Isolation is a very unpleasant experience.

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

safe house (63)	profile (65)	embarrasses (65)	sane (65)	trace (66)

READ

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

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

Read p. 63-71

Setting	Characters	Pages
Somewhere in hiding	The family	63-71
	The men who are taking care of them	

RESPOND

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

Students might mention:

- Cameron feels like she is going crazy and that this is not her real family.
- The family is staying in a safe house for several months.
- They don't know where they are.
- They do know that the father leaves to go testify.
- Evie dreams of meeting up with Lulu when she goes to college.

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

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.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What would it be like to be holed up in a house and not able to leave and not know where you were?

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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 is 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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 9

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Bullying?
Bullying is the use of force, threats, or coercion to abuse, intimidate, or dominate others. The act of bullying is usually about power. The bully or bullies believe that by abusing others, they will gain more power, in the eyes of themselves or others. Bullying can be emotional, physical, verbal, or cyber. Each type has very negative effects. Bullying is not justice.

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

immature (75)	autumn (76)	dimples 79	cornrows (79)	narrowed (80)

READ

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

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

Read p. 75-84

Setting	Characters	Pages
Undisclosed location	Anna	75-84
New school	Evie	

RESPOND

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

Student might mention:

- Evie and Anna are in a new school.
- They tell everyone they moved from San Francisco.
- There is a girl in Evie's class whose name is Toswiah.
- A group of girls in Evie's class give her a hard time.

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

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.

EXPLORE

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

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

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9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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KWL Chart

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 10

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Head Lice?
They are parasites that live on human hair and feed on human blood. They spread very easily, but are fortunately fairly simple to treat, though not to get rid of completely. A chemical wash can be used to kill the adult lice, but this does not kill the eggs. Wet combing will remove the live and the eggs, but must be repeated every three to seven days because of the life cycle of the lice. After treatment, all clothing and bedding should be washed, and combs and brushes should be boiled or frozen to kill any lice remaining on them.

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

crawl (85)	lice (86)	gulp (86)	knapsack (89)	cootie (86)

READ

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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.

Read p. 85-90

Setting	Characters	Pages
School	Evie & Anna	85-90
	Carla	

RESPOND

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

Student might mention:

- Carla had lice.
- Evie still felt like she didn't have any friends.
- Anna is working hard to get into a university that accepts 16 year-olds.
- Evie is about to turn 14.

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

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

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?
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?

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9. Analyze Analyze the key paragraph

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 11

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Revenge in comparison to Justice?
When someone has wronged you in some way, it can feel satisfying to see justice distributed. However, it can be easy to confuse justice with revenge. While justice involves logical consequences, impartial decisions, and restoring balance, revenge is an emotional response with a personal agenda that involves retaliation. Justice is positive while revenge is negative.

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

forbids (92)	trembled (93)	therapist (94)	regret (95)	glares (97)

READ

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

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

Read p. 91-104

Setting	Characters	Pages
New home	Family	91-104

RESPOND

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

Student might mention:

- Evie turns 14 today and her body is changing.
- Things have really changed. Mama doesn't believe in celebrating birthdays anymore.
- Father is depressed and still doesn't have a job.
- Evie and Anna find out that the men that shot the boy went to jail.
- Father feels like it was the right thing to do to testify against them, but the cost to his career and family feels high.

6. Map Add to ongoing class 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.

EXPLORE

7. 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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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?**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 12

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Depression?
Evie's father is depressed. Depression is a state of low mood that can affect a person's thoughts, actions, behaviors, and sense of well-being. Depressed people often feel sad, lonely, anxious, hopeless, and angry. They have trouble enjoying the things that they used to enjoy. Sometimes, and individual's depression might be caused by a specific event and last only a short while. Other times, the depression will last for a long time and reoccur frequently.

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

float (105)	curious (105)	believes (106)	flattens (107)	halfway (107)

READ

3. Review Review the timeline from the beginning every day

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

Read p. 105-108

Setting	Characters	Pages
Schoolyard	Evie	105-108
	Toswiah	

RESPOND

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

Students might mention:

- Toswiah comes over on the playground to talk to Evie.
- Toswiah shares that she has a 'retarded' sister.
- Evie thanks her for talking to her.

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

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

EXPLORE

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

Cartoon
Draw a cartoon expressing the main idea of the chapter.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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).

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EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 13

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Armageddon?
Armageddon will be, according to the Book of Revelation, the site of the gathering of armies for a battle during the end of times. The Jehovah's Witnesses believe that this battle will be happening on Earth very soon, and that afterwards, God will repopulate the earth with happy, healthy humans that are free of sin and death. Many other religions believe in the eventuality of the Armageddon as well.

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

preach (109)	engraved (110)	vague (116)	rattled (110)	psyche (115)

READ

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

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

Read p. 109-121

Setting	Characters	Pages
Home	Anna, Evie	109-121
	Mama, Dad	

RESPOND

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

Student might mention:

- The girls do not want to go to Kingdom Hall.
- Mama is very into her religion.
- They no longer celebrate Thanksgiving or Christmas.
- The family seems unhappy.

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

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

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

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9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 14

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 track and field?
It is a sport that combines various events of running, jumping and throwing. There are many events in each category, ranging from sprints, to high jumps, to shot-put. The first recorded track and field event happened in the Ancient Olympic Games, in 776 BC. Many rules govern this athletic activity.

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

permission (125)	tutored (125)	academics (125)	baton (126)	flushed (129)

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.

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Read p. 125-130

Setting	Characters	Pages
School and home	Evie, Anna	125-130
	Track runners	
	Coach Leigh	

RESPOND

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

Student might mention:

- Evie is interested in track.
- She tells her mother she is being tutored in science.
- The coach says he'll help her get her gear.
- She feels like she belongs for the first time.

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

Map
Add to the KWL chart with things you have learned over the last few readings.

EXPLORE

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

Sketch
Sketch Evie running.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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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).

EXTEND

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

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!**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 15

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Who is Wilma Rudolph?
In the 1960 summer Olympics, Wilma Rudolph became the first American woman to win three gold medals in track and field during a single Olympic Games. As a black woman, she is considered a civil rights and women's rights pioneer. She was considered the fastest woman in the world during the 1960's. She overcame being born prematurely, and Polio, which caused her to have to wear a brace on her leg, as well as stereotypes and oppression to accomplish what she did.

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

tiptoe (131)	eerie (132)	quicksand (132)	hungrily (132)	hollow (136)

READ

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

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

Read p. 131-138

Setting	Characters	Pages
Home	The family	131-138

RESPOND

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

Student might mention:

- The family receives letters from Grandma but they are vague.
- The girls on the track team start calling Evie Spider and she likes it.
- Mama is very happy because she gets a job teaching 5th grade.
- Father still seems depressed.

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

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

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

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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?

9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 16

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 an Indian Summer?
An Indian Summer is a heat wave that occurs in autumn. It refers to above-normal temperatures with dry and hazy conditions, after summer would typically be over. The term Indian Summer has been used since before 1778, so it is difficult to tell who originally coined it and where.

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

annoyed (141)	inform (147)	harried (146)	cellophane (140)	sternum (141)

READ

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

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

Read p. 139-151

Setting	Characters	Pages
Coffeeshop	Evie and Anna	139-151

RESPOND

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

Students might mention:

- Anna tells Evie that she got accepted into Simon's Rock school on a partial scholarship.
- Anna tells Evie she already knows that she is running track.
- Anna wants Evie to trust her.

6. Map Add to ongoing class 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.

EXPLORE

7. 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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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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).

EXTEND

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

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 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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 17

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 depression and suicide?
As mentioned earlier, depression causes problems with people's self-worth and view of reality. It causes them to lose hope. When a depressed person believes that there is no hope left for them, they may try to commit suicide. Often, this is not because they want to die so much as they want to end the pain that they feel. It is important to pay attention to the warning signs of suicide (giving away possessions, talking about death, a sudden upswing in mood, etc.) and address them by getting the person help.

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

mosey (155)	flawless (156)	fluid (156)	shard (157)	pierced (158)

READ

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

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

Read p. 152-158

Setting	Characters	Pages
Outside	Evie, Toswiah, Sheila	152-156
Home	Mama and Dad	156-158

RESPOND

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

Students might mention:

- Evie runs into Toswiah and her sister Sheila outside running.
- Toswiah is friendly.
- Evie's father tries to commit suicide.

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

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

EXPLORE

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

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

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

9. Analyze Analyze the key paragraph.

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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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 18

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 the Pledge of Allegiance?
It was composed in 1892 by Francis Bellamy. It was formally adopted by congress in 1942. Many congressional and government meetings open with this pledge. It is commonly recited at school at the beginning of the day. Traditionally, an individual should stand and salute the flag when reciting the pledge.

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

increments (163)	steered (162)	puzzled (162)	straitjacket (163)	apostles (163)

READ

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

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

Read p. 161-165

Setting	Characters	Pages
Home	Toswiah, Anna, Mama, Principal	161-165

RESPOND

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

Student might mention:

- Evie can't decide whether to continue track or not.
- Anna tells her she should.
- Dad is in a hospital on meds and doing better.

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

Map
Add to the KWL chart created earlier.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?
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?

9. Analyze Analyze the key paragraph.

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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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 19

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 Athletic Discipline?
To be a successful athlete, an individual must have a great deal of self-discipline. Many athletes work out up to eight hours a day, participating in multiple workouts of many different varieties. They must strictly monitor their diets and make sure that they keep their bodies and minds healthy. It is a big commitment to be a serious athlete, and is definitely not for everyone.

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

bogeyman (166)	hamstrings (167)	spikes (167)	refrain (171)	mantelpiece (173)

READ

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

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

Read p. 166-174

Setting	Characters	Pages
Track	Evie and other runners	166-174
	Coach Leigh	

RESPOND

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

Student might mention:

- Evie training hard and getting faster.
- The other girls trying to keep up with her.
- It has been 7 months since they left Denver and Evie is feeling more like a person again.
- New neighbors move in.
- Mama supports Anna going to college.

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

Map
Add to your KWL Chart, focusing on what you learned.

EXPLORE

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

Sequel
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.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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?

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9. Analyze Analyze the key paragraph.

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).

EXTEND

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

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.**

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

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

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Character Based Literacy Program Lesson Plan
HUSH, Day 20

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reas ons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; as sess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format f or citation.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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 mental hospital?
Mental hospitals are institutions where people suffering from mental illness can get the help that they need. They are monitored 24 hours a day, and receive therapy. They are able to relax and focus on recovering with a group that understands their circumstances. While mental hospitals used to be very negative places, now they are much more positive and helpful to the people they serve.

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

peels (175)	crook (175)	inheritance (176)	shuffle (176)	solarium (178)

READ

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

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

Read p. 175-180

Setting	Characters	Pages
Mental hospital	Evie and Dad	175-180

RESPOND

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

Student might mention:

- Evie visits Dad at the hospital.
- He is doing much better.
- She wants to break speed records as a runner.
- She asks him to tell him about when he first wanted to be a cop.

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

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

EXPLORE

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

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?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

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. Adter 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?

9. Analyze Analyze the key paragraph.

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).

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EXTEND

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

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.**

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

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

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