Character Based Literacy Program 40-Minute Lesson Plan
Shadow Spinner, Introduction

Outcomes for the Novel

Shadow Spinner- Susan Fletcher

Focus and goals for this unit: Our goal for this unit is for students to present a persuasive speech.

About the Book
Editorial Reviews

From School Library Journal
Grade 5-9 Marjan, a young storyteller in ancient Persia inadvertently takes a new story to Shahrazad. The Queen has been entertaining her husband for nearly 1000 nights and she's growing desperate. The Sultan loves the tale, which he vaguely remembers from his childhood, but requests the ending. Shahrazad makes the girl a part of the harem in order to get it, but learns that she has told all that she knows. Marjan leaves the harem, a dangerous move indeed, and tracks down an old man at the bazaar who was the source.

She makes some surprising connections between the outside world and the harem and, in a final face to face with the Sultan, reveals much about herself, the power of story, and the grace of redemption.

There are no weak spots in the telling of this tale. Even the minor characters make real impressions. The voices are clear and the dialogue works beautifully. As strong as these points are, it is the structure that really makes this book sing. Everything is carefully laid out for readers in a measured fashion that keeps the pages turning.

The "Lessons for Life and Storytelling" that open each chapter boldly state the truths any storyteller knows and are echoed in the narrative. Marjan's crippled foot perfectly mirrors the Sultan's crippled trust. In both of their cases, it is a story that breaks through the flinty walls around their hearts. After much tension and adventure, there are believable, happy endings all around. An elegantly written novel that will delight and entertain even as it teaches, just as any good tale does.
Patricia A. Dollisch, DeKalb County Public Library, Decatur, GA
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Character Based Literacy Program 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess 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 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

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 harem?
A harem refers to the sphere of women in a polygamous household and their enclosed quarters, which are forbidden to men. The term originally stems from the Near East, and the word harem is traditionally applicable to Muslim households only. The Imperial Harem of the Ottoman sultan, which was also called *seraglio* in the West, typically housed several dozen women, including wives. Shadow Spinner is a tale about the characters that live and interact in a harem.

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

maimed (1)	askew (1)	omen (1)	charity (1)	scimitars (2)

READ

Review Review the timeline from the beginning every day.

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

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

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Read p. 1-10

Setting	Characters	Pages
Sultan's harem	Aunt Chava	1-10
Ancient Persia	Marjan	

RESPOND

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

Students might mention:

- Marjan originally narrating that no one would have guessed what became of her in her life.
- Marjan and Aunt Chava enter the harem to sell their goods.
- Marjan starts telling the children a story and before she knows it Marjan is asks to come meet the grey-eyed girl's sister—the wife of the Sultan himself, Shahrazad.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 2

"Though I was eager to see the harem, I was a little bit scared, too. I had heard the tales of fountains running run with blood after the Sultan discovered his first wife with another man. He had slain her and all of her servants and slaves—every grown woman in the harem, save for his own mother. The Sultan vowed then and there that no woman would ever betray him again. That's why he started killing off his wives" (p. 2).

EXTEND

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

Has the author done a good job getting your attention? Are you curious what will happen next? **Write an argumentative paragraph arguing either for or against Susan Fletcher's style of writing. Are the events of the novel clear to you? Why or why not. What could she have done to make the story more interesting? Do you think the characters are credible? What do you think about the Sultan's "reasoning?" Maintain a formal tone in your paragraph and conclude your paragraph with a summary of your views.**

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, 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.
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

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 role of a eunuch?
A eunuch is a man who (by the common definition of the term) may have been castrated, typically early enough in his life for this change to have major hormonal consequences. In some ancient texts, "eunuch" may refer to a man who is not castrated but who is impotent, celibate, or otherwise not inclined to marry and procreate. Most eunuchs who are castrated before puberty are asexual. Eunuchs would probably be servants or slaves who, because of their function, had been castrated, usually in order to make them reliable servants of a royal court where physical access to the ruler could wield great influence.

Word Wall Vocabulary words to teach and add to the Word Wall.

disdainful (11)	skirted (12)	musty (12)	colonnade (12)	purge (13)

READ

Review Review the timeline from the beginning every day.

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

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Read p. 11-21

Setting	Characters	Pages
The Harem	Marjan	11-21
	Dunyazad	
	Shahrazad	

RESPOND

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

Students might mention:

- The idea that telling stories can keep you alive.
- Shahrazad has been telling the Sultan stories for 2 1/2 years to keep herself alive.
- Dunyazad takes Marjan to see her sister, Shahrazad.
- Thanks to Shahrazad the Sultan has stopped killing all the wives.
- Marjan was afraid she was going to get lost.
- Books and scrolls surrounded Shahrazad.
- Marjan tries telling her tales, but they are all tales Shahrazad has told herself.
- Finally, Marjan tells her one she hasn't heard.
- 989 nights Shahrazad has been telling the Sultan tales to stay alive.
- Shahrazad practiced telling the new tale to Marjan until she got it right.
- Shahrazad leaves to go tell the Sultan the new tale.
- This keeps all the other women alive, for if she stops telling tales, he will begin killing all the other women again.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 20

"The lives of all the young women in the harem—all the young women in the city!—rested upon those slender shoulders. Depended upon her ability to please a man who would slay her for a yawn. Hung by a thin thread by a tale I had heard from a beggar in the bazaar. And, now that I had seen the terror behind the mask of Shahrazad's serenity, I only revered her the more. She was the bravest person I had ever seen in my entire life" (p. 20).

EXTEND

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

In what ways is Shahrazad doing her part to honor all the women around her? In what ways is the Sultan not respecting the fact that each person has worth and the right to respect? **Write a paragraph in which you argue either for or against the statement that Marjan makes: "She was the bravest person I had ever seen in my entire life." From your impression of Shahrazad from the readings, do you believe**

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she is a brave person? Why or why not? Use evidence from the book to support your claim. Conclude your paragraph with a summary of your viewpoint. When you finish your assignment, publish it on the online forum of your choice (Google Docs, Blog, etc.) and share it with your peers. Be sure to read at least one of your peer's assignments before tomorrow's class.

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 40-Minute Lesson Plan
Shadow Spinner, Day 3

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
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PREPARE

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

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What is a dinar?
The official currencies of nine countries are known as the **dinar** or **denar**. Countries that have adopted the dinar include Algeria, Bahrain, Iraq, Jordan, Kuwait, Libya, Macedonia, Serbia, and Tunisia. Countries that have previously used a currency called a dinar include: Bosnia and Herzegovenia, Croatia, Iran, South Yemen, Sudan and Yugoslavia. The history of the dinar dates to the gold dinar, an early Islamic coin corresponding to the Byzantine *denarius auri*. The modern gold dinar is a modern bullion gold. Therefore, the dinar has been a popular form of currency throughout the Near and Middle East and Africa throughout human history. It is referred to frequently in *Shadow Spinner*.

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

bade (23)	turban (22)	hobbling (22)	tassels (22)	harrumphed (24)

READ

Review Review the timeline from the beginning every day.

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

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Read p. 22-29

Setting	Characters	Pages
Home of Uncle Eli	Uncle Eli & Aunt Chava	22-29
	Marjan	
	Eunuch	

RESPOND

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

Students might mention:

- Uncle Eli is proud to have taken Marjan in when her mother died.
- Marjan is worried that her story did not keep Shahrazad alive.
- Marjan dances with joy when she finds out she is still alive.
- Shahrazad's eunuch comes to take Marjan away to the harem.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 22

"Sometimes, when you wish for a thing and then it comes true, you discover that maybe you didn't think through your wish all the way to the end…My auntie Chava used to say that wishing has power. That when you wish for something you are concentrating on it. And when you concentrate on a thing, you help bring it about" (p. 22).

EXTEND

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

"When you concentrate on a thing, you help bring it about." This quote from today's key paragraph focuses on dedication and the power of wishing. **Today, write two paragraphs. In the first paragraph, describe a time when one of your wishes came true. What was your wish? How did it come true? Then, write a second, argumentative paragraph claiming that your concentration on your wish helped bring it about. How did you concentrate on it? What actions did you take to help bring it about? Be sure to conclude your second paragraph with a summary of your stance. Maintain a formal tone throughout the assignment.**

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 40-Minute Lesson Plan
Shadow Spinner, Day 4

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
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PREPARE

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

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

What are the connotations of the word "cripple?"
A cripple is a person who is unable to walk or move properly because of disability or injury to their back or legs. While this term does refer to a person with a physical disability. This term is sometimes used offensively, and has usually has a negative connotation.

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

grudgingly (31)	vaulted (31)	assailed (32)	cavernous (35)	recoiled (36)

READ

Review
Review the timeline from the beginning every day.

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

Read p. 30-38

Setting	Characters	Pages
The harem	Marjan	30-38

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	Khatun	

RESPOND

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

Students might mention:

- A harsh woman cleans up Marjan and dresses her in nice silks.
- The Sultan's mother, the Khatun, asks Marjan why Shahrazad would have her sent to her.
- Marjan does not know if she can trust Khatun and so she doesn't know what to tell her.
- Marjan ends up telling her an exaggerated lie about being the best storyteller.
- The Khatun doesn't completely believe her. She realizes Marjan is clever.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 30

"My auntie Chava used to tell me to chew my words before letting them out…if you let your words go buzzing out of your mouth like bees, she always told me, they will come back and sting you" (p. 30).

EXTEND

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

Marjan thinks before she speaks several times in this chapter and that probably saves her from getting into trouble. **Write a paragraph in which you argue either for or against thinking before you speak. Provide one or two examples from your own personal life as well as from the novel to support your claims. Be specific and provide as many details as possible. Provide a counterargument somewhere in your paragraph and be sure to maintain a formal tone throughout. Conclude with a reiteration of your stance. Upload your work to the online forum of your choice (Blog, Google Docs, etc.), and be sure to share it with your classmates. Make sure you read at least one of you peer's assignments before tomorrow.**

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 40-Minute Lesson Plan
Shadow Spinner, Day 5

Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.
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PREPARE

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

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What is a Sultan?
At this point in the novel, there are clearly high stakes for letting the Sultan down once you have promised him something. The word Sultan is derived from the Arabic language and means 'strength,' 'authority,' 'ruler' and even 'dictatorship.' Historically, the Sultan would claim full sovereignty over an area without claiming the overall caliphate. Furthermore, a Sultan would be a king or ruler of a predominantly Muslim state. The Sultan in the novel fits the description of the definition, provided above.

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

revolt (39)	tapestries (40)	muslin (40)	linen (40)	longing (41)

READ

Review Review the timeline from the beginning every day.

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

Read p. 39-50

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Setting	Characters	Pages
The harem	Marjan	39-50
	Dunyazad	
	Shahrazad	

RESPOND

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

Students might mention:

- The Khatun dismisses Marjan and she goes back to her room.
- Marjan looks inside the chest in her room and finds beautiful clothing.
- She also finds some ordinary things: a rug, prayer beads etc. These, she thinks, belonged to the last girl who stayed in that room. That girl is now dead.
- Dunyazad takes Marjan to see her sister.
- They both learn that Shahrazad has told the Sultan that she knows the end to the story she has been telling him (when she doesn't). He loved the story and recognized it from when he as a boy.
- Marjan says she doesn't know the end of the story but may be able to find out from a beggar in town. But technically, girls aren't let out of the harem once they are in.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 47

"I had the strangest sensation then, as if my heart were cracking in my chest, as if it were crumbling apart like dried clay. The Sultan abhorred deception. He was famous for it. There was saying in the city: *like lying to the Sultan.* Eating poison was like lying to the Sultan" (p. 47).

EXTEND

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

Pretend you are Shahrazad. **Write an argumentative paragraph in which you claim that the Sultan is too controlling. Specifically, what has he done to you that you believe is unjust? Use details from the text but also feel free to be creative and invent instances you can imagine happening between Shahrazad and the Sultan. Make sure you conclude with a reiteration of your stance and maintain a formal tone throughout the paragraph.**

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 40-Minute Lesson Plan
Shadow Spinner, Day 6

Outcomes for Today

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PREPARE

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Are birds used to send messages?
Yes. A carrier pigeon is a homing pigeon used to deliver messages. Using pigeons to carry messages is referred to as 'pigeon post.' Carrier pigeons have been used throughout history to deliver messages, specifically during chariot races in ancient Rome and even during World War I and World War II. Today, pigeons are still used to carry blood samples from remote regions of Britain and France, and in the United States they are able to spot shipwrecks from helicopters because of their 360-degree vision.

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

ablutions (51)	belatedly (51)	eddies (52)	stagnant (53)	festooned (53)

READ

Review Review the timeline from the beginning every day.

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

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Read p. 51-59

Setting	Characters	Pages
The harem	Marjan	51-59
	Khatun & Copper haired girl	
	Zaynab	

RESPOND

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

Students might mention:

- Marjan explores the harem to get fresh air.
- She finds herself on the Khatun's private terrace.
- She overhears the Khatun tell the copper-haired girl that the latter should be Queen.
- The Khatun is trying to get down to the bottom of why Marjan is there.
- An old woman named Zaynab whispers to Marjan to climb the wooden lattice and not get found.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 56-57

"'She can't keep up this storytelling forever—can she? She's got to run out of them someday.' The Khatun made a grumbling noise. Then, 'When *you're* queen,' she said, 'I'll keep you well supplied with stories'" (p. 56-57).

EXTEND

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

Do you enjoy the author's use of suspense in this chapter? **Write a paragraph either for or against the suspense. Was it helpful for you to imagine the situation that Marjan found herself in? Why or why not? Provide a counterargument in your response and maintain a formal tone throughout.**

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 40-Minute Lesson Plan
Shadow Spinner, Day 7

Outcomes for Today

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PREPARE

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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 does the phrase "In vain" mean?
'In vain' is a phrase that is often used to describe something that is attempted, but does not come to fruition. It also means 'to no avail' or 'without success.' Something that is done 'in vain' is done for no purpose and is ultimately a failure. For example, "Charles tried in vain to persuade his teacher to let their class have extra time on their final assignment."

Word Wall
Five vocabulary words to teach and add to the Word Wall.

spindly (64)	mosque (64)	nimble (61)	mincing (61)	cupolas (60)

READ

Review
Review the timeline from the beginning every day.

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

Read p. 60-70

Setting	Characters	Pages
Rooftop	Marjan & Zaynab	60-65
	Marjan & Dunyazad	65-70

RESPOND

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

Students might mention:

- Zaynab offers Marjan a sweet drink and tells her to be careful around the Khatun.
- Marjan feels like Dunyazad does not trust her.
- Marjan is not summoned by the Queen.
- She visits Zaynab again and this makes her feel peaceful.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 68

"They didn't summon me that day. And all the time I worried: Had they found the storyteller? If they had, did he know the rest of the tale? Shahrazad had said she could stretch out the part I had already told her for three more nights. Now only two were left. If she didn't have the tale…Dread clung to me like a damp gown. I wished there were something I could do" (p.68).

EXTEND

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

Have you ever felt like you were in a situation that you had no control over? **Write an argumentative paragraph in which you claim that you had the power to change the situation. What would you do differently? Draw on past experiences and be creative in your response. Make sure to conclude with a reiteration of your stance. When you have completed your assignment, upload it to the online forum of your choice (Blog, Google Docs, etc.), and share it with your classmates.**

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

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Character Based Literacy Program 40-Minute Lesson Plan
Shadow Spinner, Day 8

Outcomes for Today

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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 claustrophobia?
Claustrophobia is the fear of having no escape and being closed in small spaces or rooms. It is classified as an anxiety disorder and results in a panic attack; the onset of claustrophobia has been attributed to many factors including classic conditioning and a genetic disposition to fear of small spaces. Studies have shown that 5-7 percent of the world's population is affected by the fear of small spaces. In today's reading, Marjan is put into a small space. Does she show signs of claustrophobia?

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

sandalwood (76)	surged (75)	ebb (76)	hefted (76)	bearers (76)

READ

Review Review the timeline from the beginning every day.

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

Read p. 71-79

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Setting	Characters	Pages
Harem	Marjan, Shahrazad, Dunyazad	71-76
Cabinetmaker's shop	Marjan	77-79

RESPOND

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

Students might mention:

- Dunyazad takes Marjan to see her sister.
- They have worked out a secret plan to sneak Marjan out to the market to try to find the beggar who knows the story. They put her in a small chest, like a coffin.
- Supposedly, the box needs repairs.
- Marjan hears the sounds of the city.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 71

"When I'm scared, I like to think about the brave people in stories I know. And I think, maybe I could be like *that*" (p. 71).

EXTEND

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

In today's reading, Marjan displays courage in the task that she is assigned. **Write a paragraph that argues that Marjan is a heroine**. **Use specifics from the novel as well as your own opinions to support your claim. Does she act with justice? Why or why not? Research other women in history you believe to be heroines, using reliable print and digital resources. What do these women and Marjan have in common?**

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, 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; assess 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 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

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 bazaar?
A bazar is a market that is made up of shops and stalls that line a street. The word 'bazar' is usually associated with regions and countries in the Middle East, and is thought to have originated in Persia. Most often, it is a permanent, enclosed merchandising area. Bazars sell a wide variety of items and miscellaneous articles. In today's reading, Marjan explores a bazaar and observes a variety of items for sale. Pay attention to the different goods being sold.

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

hue (80)	muskmelon (80)	nestled (80)	dignitary (81)	litter (81)

READ

Review Review the timeline from the beginning every day.

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

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Read p. 80-96

Setting	Characters	Pages
The bazaar	Marjan	80-95
Blindman's house	Marjan, boy, blindman	96

RESPOND

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

Students might mention:

- Marjan searches for the old blind storyteller at the bazaar.
- She also wouldn't mind seeing Aunt Chava, but doesn't find her.
- A small boy approaches her finally and says he knows where to find the storyteller.
- The young boy takes her all over the city until they finally get to the storyteller.
- He doesn't seem blind as Marjan had thought.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 93

"My bad foot was throbbing again. My knees felt weak; I let them fold. I sank down into the dirty street, put my head down on my knees. I felt numb. What I wanted to do more than anything was to make my way somehow back to Auntie Chava's house and enfold myself in her arms. But I couldn't" (p. 93).

EXTEND

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

Marjan's foot really hurts. She feels like the boy has let her down and tricked her. Yet something keeps her going. Have you ever been in a situation where you felt you couldn't go on or couldn't complete a task, but did? What happened? What motivated you to finish? If you didn't finish, what might have helped you finish? Was it the *right* thing to do?

Write an argumentative paragraph in which you claim that you would have never completed a task if it weren't for a motivating force. What motivated you? How did it help you achieve your task? Why couldn't you have succeeded without that motivating factor? Conclude your paragraph with a reiteration of your stance and be sure to maintain a formal tone throughout. When you have completed your assignment, upload it to the online forum of your choice (Blog, Google Docs, etc.). Share your works with your classmates and be sure to read at least one of your peer's paragraphs before tomorrow's class.

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

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

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Character Based Literacy Program 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
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

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 education opportunities like in less-developed countries?
In the US, many students take their access to education for granted. However, in developing countries, it is estimated that 61 million children do not have access to a basic education. Regions where this lack of education persists include: Sub-Saharan Africa, the Middle East, and Southeast Asia. In Afghanistan, Burkina Faso, Chad, Mali, Niger and Yemen, girls typically go to school for less than a year. In Sub-Saharan Africa, four out of five women do not receive any form of education. Studies have shown that roughly 60 percent of these children are girls. Therefore, the female characters in Shadow Spinner would likely not receive a substantial education.

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

shaggy (97)	veer (99)	tailsman (100)	provoking (104)	mutinous (104)

READ

Review Review the timeline from the beginning every day.

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

Read p. 97-114

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Setting	Characters	Pages
Shahrazad's room	Shahrazad, Marjan, Dunyazad, the Khatun	97-103
	Shahrazad, Marjan, Dunyazad	104-114

RESPOND

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

Students might mention:

- The eunuchs have taken the key to the chest and Shahrazad can't open it to let Marjan out.
- They think the Khatun is behind it.
- They quickly scramble to find something else to get Marjan out, right before the Khatun enters the room.
- She threatens them and tells them they better not be lying.
- Shahrazad tells the Sultan the rest of the tale, and it is the tale he remembers from childhood.
- Dunya and Marjan will have to go back out to learn more of the tale.
- Dunya has a plan.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 111-112

"'Marjan. I have told tales of good women and bad women, strong women and weak women, shy women and bold women, clever women and stupid women, honest women and women who betray. I'm hoping that, by living inside their skins while he hears their stories, he'll understand over time that women are not all this way or that way. I'm hoping he'll look at women as he does at men—that you must judge each of us on her own merits, and not condemn us or exalt us only because we belong to a particular sex.'

'She was educating the Sultan. Enlarging his view of the world'" (p. 111-112).

EXTEND

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

This quote by Shahrazad supports the idea that in order to spread justice, one must be educated about the ways of the world. **Write an argumentative paragraph in which you claim that Shahrazad's words reflect this quarter's theme of Justice Requires Restraint. Is Shahrazad trying to teach respect, in that every person has worth? Explain. Is she trying to teach the Sultan restraint, in that there are things we don't do because they could harm another person? What does it mean to enlarge another person's view of the world? Be sure to maintain a formal tone throughout your paragraph and conclude with a reiteration of your stance.**

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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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
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

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 does it mean to be 'biased?'
To be biased is to show tendency to yield one outcome more often than others in any situation. It is thus said to exhibit prejudice against one party in a reference notation. Socially, it is favoring one person over the other. Making decisions on behalf of someone you love is a certain kind of bias. What kinds of biases can you identify in today's readings? Are there certain characters who are more biased than others?

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

proverb (115)	traipsing (115)	lurk (117)	pavilion (118)	winch (120)

READ

Review Review the timeline from the beginning every day.

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

Read p. 115-124

Setting	Characters	Pages
Zaynab's terrace	Zaynab	115-124

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	Marjan	

RESPOND

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

Students might mention:

- Marjan is being followed around the harem.
- Marjan visits Zaynab and she teaches her about the pigeons.
- Marjan shares with Zaynab who her foot became deformed.
- Her mother intentionally dropped a heavy pot on it to protect her from the Sultan, who was killing a young woman every night.
- The mother had been sick. She drank poison and died.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 124

"I knew she did it to protect me. But I would never forgive her for it. I couldn't" (p. 124).

EXTEND

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

Put yourself in Marjan's shoes. She obviously still has some anger towards her mother. From Marjan's perspective, **write an argumentative letter addressed to Marjan's mother. In the letter, claim that Marjan's mother's actions were just/unjust. Why do you feel this way? Provide opinions or facts to back up your stance. Be creative as possible. When you have finished your assignment, upload it to the online forum of your choice (Blog, Google Doc, etc.) and then share your work with your classmates. Be sure to read at least one of your peer's letters before coming to class tomorrow.**

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess 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 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

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

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

What was olive oil used for at the time that this novel is set?
In today's reading, Marjan hides inside a large pot that is meant to carry oil. Several hundred years ago, olive oil was commonly used, specifically in the Mediterranean, where olives grew plentifully. Olive oil has many uses including: cooking, cosmetics, soaps and medicines. Greece is the country in which olive oil is used the most per person.

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

urn (126)	flint (126)	burlap (126)	crouch (127)	falter (130)

READ

Review Review the timeline from the beginning every day.

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

Read p. 125-138

Setting	Characters	Pages

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Inside an oil jar	Marjan	125-131
Bazaar	Marjan & Dunyazad	132-137
Storyteller's house	Old man storyteller, boy Ayza, Marjan & Dunyazad	137-138

RESPOND

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

Students might mention:

- Marjan climbs into an oil jar.
- Someone hands her a pigeon cage that gets placed inside the jar as well.
- Marjan is taken to the bazaar.
- Marjan and Dunyazad finally find the boy, Ayaz.
- Ayaz leads them to the storyteller.
- The storyteller recognizes Zaynab's pigeons.
- He asks who the other woman is—Dunyazad.
- They do not want to tell him.
- He seems to know a lot already.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 125

"Stories are thick with meanings. You can fall in love with a story for what *you* think it says, but you can't know for certain where it will lead your listeners…People take what they need from the stories they hear" (p. 125).

EXTEND

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

Do you agree with the statement that stories are *thick with meanings*? What does that mean exactly? Write 1 paragraph clarifying the statement and explaining what you think it means**. Then, write an argumentative paragraph arguing either for or against the statement that stories are thick with meaning. What do you think the author is trying to say by including that statement in today's reading? What's one of the most powerful stories you have ever heard? Was what you took away from it what was intended? Be sure to conclude with a reiteration of your stance. Also, maintain a formal tone throughout your writing.**

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, 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.
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

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 does it mean to trust someone?
Trust is defined as the firm belief in the reliability, truth, availability, or strength of someone or something. To trust someone is to place confidence in them; it is both an emotional and a logical act. Emotionally, it is where you expose your vulnerabilities to people, but believing they will not take advantage of your openness. Logically, it is where you have assessed the probabilities of gain and loss, calculating expected utility based on hard performance data, and concluded that the person in question will behave in a predictable manner. In today's reading, Marjan is asked to trust other characters. Do you think it is easy or hard to trust?

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

bewitched (139)	disguise (139)	rely (140)	scraggly (141)	burrowed (141)

READ

Review Review the timeline from the beginning every day.

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

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Read p. 139-146

Setting	Characters	Pages
On the way back to the harem	Marjan & Dunyazad	139-146

RESPOND

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

Students might mention:

- They received more of the story from the storyteller.
- He agreed to use the pigeons to communicate in the future.
- Marjan and Dunyazad have to squeeze into tightly rolled carpets for their ride back to the harem.
- When they get to the guard station the guard does not let the man with the carpets on his mule in.
- The mule driver goes back toward the bazaar and tells the girls to get out!
- They try to find the storyteller's house on their own.
- Just when they think they can't find it, Ayaz shows up and asks why they aren't back with Shahrazad!

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 140

"While Ayaz was tying Dunyazad's blindfold, I turned to the storyteller.

'You will send the birds with the rest of the tale, won't you? Send them soon?…'

'Don't worry, Little Pigeon.' His voice was gentle, warm, the way it sometimes sounded in his story. Though he didn't smile, his eyes crinkled at their edges, as if I amused him.

'Go along home, now. You can rely on me'" (p. 140).

EXTEND

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

In today's reading, Marjan and Dunyazad are forced to trust the mysterious storyteller. Do you think this is wise? **Write an argumentative paragraph in which you claim that the storyteller is either trustworthy or untrustworthy. What evidence from the novel supports your opinion? Have you ever been in a situation where you had to trust someone who you didn't know very well? How did you feel? How did the situation turn out? Foreshadow: what do you think will happen to Marjan and Dunyazad when they trust the storyteller? Be sure to conclude your writing with a reiteration of your claim. Also, maintain a formal tone. When you have completed your assignment, upload it to the online forum of your choice (Google Docs, Blog). Make sure to share it with your classmates.**

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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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
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

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.

Why are girls not allowed to make eye-contact with boys?
Eye contact is essential in nonverbal communication for conveying emotions. In countries such as the US, Spain, France and Germany, direct eye contact is accepted and considered to be a sign of attentiveness, honesty, confidence and respect for what the other is saying. However, in Middle Eastern cultures - particularly among Muslims - direct eye contact between the sexes is seen as being inappropriate. This is one of the reasons that Marjan feels uncomfortable without her veil; she is forced to make eye contact with members of the opposite sex, something that only men were capable of.

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

discreet (148)	pretense (148)	grimly (148)	banishing (150)	luminous (152)

READ

Review Review the timeline from the beginning every day.

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

Read p. 147-155

Setting	Characters	Pages

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Storyteller's house	Storyteller, Marjan, Dunyazad, Ayaz	147-152
Harem	Marjan, Dunyazad	152-155

RESPOND

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

Students might mention:

- The storyteller knows who they are and what's going on.
- He agrees to help.
- He arranges for Marjan and Dunyazad to be smuggled in with the entertainers who were entering the harem that night.
- They must dress as boys in order to pass as one of the musicians.
- It feels unfamiliar for Marjan to look a guard in the eyes because girls typically wear veils and are not allowed to make direct eye contact.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 154

"'Where are you, Marjan? Hold out your hand.' Dunyazad patted down my arm to my hand, grasped it, pulled me along behind her.

'There's not much time,' she said. 'Make sure people see you, so they know you're here. I have to get my sister…I'll see you in the morning'" (p. 154).

EXTEND

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

Describe how Marjan's and Dunyazad's relationship has changed. What did they used to be like together? How do they treat each other now? **Write an argumentative paragraph from Marjan's perspective, claiming that you and Dunyazad have become friends. Do you think they have gotten to be friends through going through so many tough situations together? Do you think friendships grow when we share tough times with friends and weather the storm together? Make sure to use a formal tone in your writing. Also, conclude your paragraph with a reiteration of your stance.**

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
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

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

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

What is forgiveness?
Forgiveness is the voluntary process by which someone undergoes a change in attitude or feelings regarding an offense. Usually this process is characterized by letting go of negative emotions such as revenge, and an increased desire to wish the offender well. Forgiveness comes in many forms such as self-forgiveness, forgiving an enemy, or a family member or close friend. Many religious, social science and medicinal disciplines uphold forgiveness as a means to healing and peace. In this story, Marjan wrestles with the idea of forgiving her mom for maiming her foot.

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

wrench (156)	fury (156)	shod (157)	bejeweled (157)	feeble (159)

READ

Review Review the timeline from the beginning every day.

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

Read p. 156-168

Setting	Characters	Pages

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The harem	Marjan & Shahrazad	156-168

RESPOND

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

Students might mention:

- Marjan is kept in a small, dark room.
- The girl who had been spying on her, who was punished for losing track of her, is actually her ally and brings her food.
- Shahrazad also visits Marjan and brings food as well.
- Shahrazad tells Marjan that this may be the last time they see each other.
- Shahrazad loves the Sultan and knows he is emotionally hurting.
- She wants him to get better and do the right thing and stop hurting people.
- Shrahrazad promises to help Marjan get out of the harem and told her she will give her money.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 168

"'I'm not ashamed of loving him,' she said. 'There's nothing wrong with loving someone. It's hating—that's what's wrong'" (p.168).

EXTEND

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

Shahrazad comes to love the Sultan and has compassion for the pain he suffered when his first wife betrays him. Does that mean that Shahrazad thought it was okay to kill all those wives? **Write an argumentative paragraph that claims that love is not the same as approving of one's actions. Can we love someone but not support his or her behavioral choices? Do we have an obligation to try and help them make better choices for themselves and others for the good of the whole? How can we help the people we love to act with justice? Be as specific as possible and make sure to conclude your writing with a reiteration of your stance.**

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, 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.
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

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 some examples from history of people enduring physical pain in order to bring about a greater good?
There are several examples from history that include people enduring physical pain in order to make a statement or work towards justice. For instance, Mahatma Gandhi underwent hunger strikes in which he abstained from eating for long stretches of time in order to make a political or social statement. Also, Joan of Arc was a famous martyr who lived during the 15th century. She endured torture and, eventually, death in order to stand up for what she believed in. Pay attention to the different ways Marjan experiences pain in today's reading; what greater good is she trying to bring about?

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

humblest (169)	ewe (169)	arousing (170)	amounted (170)	perilous (173)

READ

Review Review the timeline from the beginning every day.

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

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Read p. 169-177

Setting	Characters	Pages
Small cell	Marjan & Mitra	169-170
Escaping in the city	Marjan	171-177

RESPOND

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

Students might mention:

- Marjan is still locked away in this little cell.
- She hears someone trying to open the door, it ends up being Mitra, who has come to get her out.
- Marjan heads for Zaynab's pavilion.
- Zaynab lowers her to the street in a big basket using the winch.
- Zaynab told her to go to the storyteller's house.
- Marjan heard a scream and a eunuch was trying to raise the basket back up.
- Marjan had to jump. The coins flew everywhere.
- Palace guards were hunting her down. She had to hide.
- She finally finds the storyteller's house, the door opens…and a man with a wicked scar is standing there.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 177

"The door opened—just a crack. I saw movement behind it, and then all at once the door swung wide and a man was standing on the step. A jagged, puckered scar ran from his forehead across an eye to his chin. He stared at me with his one good eye, clutching the hilt of a huge scimitar" (p. 177).

EXTEND

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

This chapter is filled with action. Many unexpected things happen in quick succession. The last paragraph of the chapter ends with Marjan's encounter with a mysterious, scarred man. What do you think about this character we have just been introduced to? Using the limited information, you have been given, **write an argumentative paragraph in which you claim that the scarred man is either a 'good' or a 'bad' character. What makes you think he is either good or bad? Do you think you can judge someone's character by their appearance? Why or why not? Make sure to maintain a formal tone throughout the paragraph. When you have finished your assignment, upload your work to the online forum of your choice (Blog, Google Doc, etc.). Make sure to share your work with your classmates.**

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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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
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

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 vizier?
The vizier was the highest official in Ancient Egypt to serve the king or pharaoh during the Old, Middle and New Kingdoms. The term vizier also applies to a high official in Muslim countries such as Turkey, and other countries formerly under Ottoman rule. The vizier would usually make sure that the local governors were doing their jobs well, and that the country was running smoothly.

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

flee (178)	hoisted (178)	sentinel (179)	adjoining (180)	breaching (180)

READ

Review Review the timeline from the beginning every day.

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

Read p. 178-187

Setting	Characters	Pages
Storyteller's house	Marjan, storyteller, Ayaz, Kansbar	178-180
Farah's house	Marjan & Farah	180-187

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RESPOND

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

Students might mention:

- The man with the scar is Kansbar and is a friend of the storyteller.
- Marjan tells him the whole story and gives him the note from Zaynab.
- Marjan discovers that the storyteller is the vizier. He is also Abu Muslem, who is famous for smuggling women out of the city.
- A woman comes to get Marjan and takes her to Farah's house.
- Farah was Marjan's mother's serving girl.
- Farah tells her the story of what happened to her mother.
- Marjan feels deeply for the plight of her mother and all the other women who have died.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 187

"It seemed that in this world we were piling up hurt upon hurt, and hate upon hate, and then hurt upon hurt again. Forgiveness. We couldn't forgive. We could only hate when we were hurt? And then the hurt and the hate would start up again—all in a terrible circle" (p. 187).

EXTEND

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

In today's key passage, Marjan describes a 'terrible circle' of hate and hurt. She believes that hurt fuels hate, and produces more hurt to others. **Write 2 argumentative paragraphs today. In the first paragraph, argue whether or not you agree with Marjan's belief in the circle of hate and hurt. In a second paragraph, make a claim about the way that this 'circle' that Marjan describes could be broken. Will love break the circle? Trust? Friendship? Honesty?**

Pick a few values you think will help break the circle and describe why you think they are essential. Make sure to maintain a formal tone throughout your paragraphs. Conclude each paragraph with a reiteration of your stance.

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, 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.
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

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 betrayal?
Betrayal refers to a deliberate act of being betrayed; it involved breaking trust or confidence that is placed in another. Oftentimes, betrayal is the complete break from previously decided upon or approved norms by one party from the others. Betrayal is commonly used in literature and is usually associated with a plot twist.

In today's reading, Marjan feels like she has been betrayed by Farah and her husband as well as the mysterious storyteller. Did you find these events to be a plot twist? Was is expected? Why or why not?

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

squalling (189)	adept (190)	menial (190)	gaunt (190)	woefully (190)

READ

Review Review the timeline from the beginning every day.

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

Read p. 188-193

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Setting	Characters	Pages
Farah's house	Farah, her husband	188-193
	Marjan	

RESPOND

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

Students might mention

- Marjan overhears Farah and her husband talking.
- The husband does not feel safe housing Marjan.
- She overhears that they have probably tortured Zaynab to find out what is going on.
- Marjan leaves that night while everyone is sleeping.
- She tries to find the storyteller.
- Upon arriving at the storyteller's house, she discovers that everyone is gone.
- She feels betrayed.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 191

"For just a moment, I allowed myself to imagine Farah finding the coins—the surprise and wonder on her face. I imagined all the food jars overflowing, a plump wet nurse feeding the babies, and servant helping Farah with her work" (p.191).

EXTEND

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

Farah and her husband decide that allowing Marjan to stay with them is a risk that they are not willing to take anymore. However, despite all the hardship Marjan is experiencing she still leaves money for Farah. Would you have acted kindly and left the money if you were in Marjan's situation? **Write an argumentative paragraph either arguing in favor or against Marjan's choice to leave the money. What could you have spent that money on instead of giving it away? Think about a time you have done something nice for someone when they didn't expect it. How did it make them feel? How did it make you feel?**

Make sure to conclude your paragraph with a reiteration of your stance. When you have completed your assignment, upload it to the online forum of your choice (Blog, Google Doc). Make sure to share your work with your classmates, and make sure to read over a few of your peers' assignments.

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, 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.
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

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 story within a story? When is it used?
A story within a story is a literary device in which one character within a story narrates a separate tale. The inner stories are told for a variety of purposes, including entertainment or in order to provide an example to other characters in the story. There is often some parallel between the two stories, and the fiction of the inner story is often used to reveal some truth in the outer story. How does the tale that Marjan tells the Sultan reflect the outer story of Sharazad?

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

summon (194)	conspicuous (194)	wield (194)	sable (196)	demean (199)

READ

Review Review the timeline from the beginning every day.

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

Read p. 194-205

Setting	Characters	Pages

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Sultan's chambers	Sultan, Marjan, storyteller, eunuch	194-205
	The Khatun	

RESPOND

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

Students might mention:

- Marjan makes a plan to turn herself in to the Sultan.
- She gives herself up and they take her to the Sultan's chambers.
- Marjan tells him a story that mirrors his own life.
- Within the story, she tells how the main character in the story forgives his queen and lets her live forever.
- She also tells him that the Queen (Shahrazad) in real life loved him.
- He sends them all to the dungeon.
- He needs to talk to Shahrazad in private.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 204

"I glanced at him again. Pain was flooding his eyes. A spasm shuddered across his countenance, and the stone façade broke. Crumbled. The muscles in his face were working, struggling for control. He bowed his head, covered his face with his hands, and I heard a sharp intake of breath that might have been a sob" (p. 204).

EXTEND

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

How does the Sultan react to finding out that Shahrazad loves him? Does he believe Marjan? **Write an argumentative paragraph arguing whether or not you believe the Sultan believes Marjan or not. What evidence from today's readings supports your claim? How would you feel if you were in his situation? What do you think he will talk to Shahrazad about in private? Make sure to maintain a formal tone in your writing and conclude with a reiteration of your stance.**

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 40-Minute Lesson Plan
Shadow Spinner, 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), reasons, and evidence.
d.) Establish and maintain a formal style.
e.) Provide a concluding statement or section that follows from and supports the argument presented.
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

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 renewal?
Renewal is the act of extending the period of time when something is effective or valid; however, it also applies to the state of being made new, fresh or strong again. To be renewed is to begin something again, especially with more force or enthusiasm. It also means to 'take something up' again, or to resume something that has been put aside. In what ways does Marjan go through a process of renewal in today's reading?

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

profusely (210)	jubilant (210)	pelt (210)	cherishing (211)	apparition (211)

READ

Review Review the timeline from the beginning every day.

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

Read p. 206-217

Setting	Characters	Pages
The harem	Dunyazad, Marjan, storyteller, Ayaz, Zaynab	206-217

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RESPOND

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

Students might mention:

- Dunyazad comes to free Marjan from prison.
- She will marry the Sultan's brother.
- Dunyazad and Shahrazad have worked it out so that everyone will have money and a safe place to be.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 206

"The thing about life is, no matter what happens to you, it goes on. What seems like an ending is really a beginning in disguise" (p. 206).

EXTEND

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

In what ways are endings like beginnings**? Write an argumentative paragraph in which you claim that endings are, in fact, like beginnings. Has there ever been a time in your life where you felt like it was the end of something, but then later realized it was the beginning of something else? Make sure you employ a formal tone throughout your writing, and conclude with a reiteration of your stance.**

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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