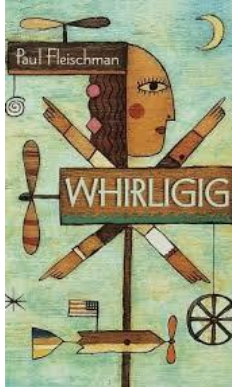


Whirligig

Lesson Plan



ISBN-10 0-440-22835-2
ISBN-13 978-0-440-22835-6
Author Fleischman, Paul
Publisher Dell Laurel leaf
Copyright 1998
Lexile 760L
Genre Fiction

Synopsis Brent Bishop discovers the meaning of accountability when his drunken action causes the death of Lea Zamora. As a part of his retribution, Lea's mother asks him to construct, in four geographic corners of the country, four whirligigs resembling Lea. During the process Brent experiences a cleansing transformation.

Themes Responsible Decision- Making

Protagonist Male, Adolescent

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan. This book addresses controversial issues of interest to many adolescents and includes scenes and language that reflect mature content. Before handing the text to a child, educators and parents should read the book and know the child.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

Whirligig, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Review the appendix pages that explain the stages of a Heroic Journey using Star Wars and The Wizard of Oz as examples. You will use this information throughout the book to add to a Heroic Journey Bookmark you will make today in step Six.

The Ordinary World: We meet the hero in circumstances, which would not lead us to believe there is anything special about the hero – he or she appears to be so ordinary. And yet we are given signs that this person does have some special power, or gift, or ability.

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

Introduce five important, useful words from today's reading.

borne-3	dodged-4	looming-8	fury-9	tirade-9
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- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

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.

Whirligig, pp. 3-11

Setting	Characters	Pages
Brent's bedroom	Brent	3-4
the kitchen counter, with the TV on	Brent and his mother and father	4-5
Brent's bedroom	Brent	5-7
From Jonathon's to the party in a rich, suburban, Chicago neighborhood	Brent and Jonathon	7-8
Chaz's Party	Brent, Jonathon and Chaz	8-11

RESPOND

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

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- It is 5:35 and Brent is killing time before a party. He is new to Chicago and hoping his attendance at this party will help secure him a spot with the in-crowd from school.
- Brent eats dinner with his mother and father in the kitchen. Brent's dad controls the TV, grunting and groaning in response, flipping through the channels, never stopping to really watch anything.
- After dinner, Brent picks up his friend Jonathon in his Chevy and Jonathon directs Brent from freeway to freeway until they reach Chaz's house.
- Chaz's house is quite large, with a big backyard - big enough to have a tennis court. Brent realizes that he is dressed all-wrong. He is wearing khakis with a red shirt, and he was supposed to dress in either all black or all white.
- Chaz meets them on the lawn, and gives both a hard time about their clothes. He puts his hands on Brent's shoulders and moves him around like a bishop on a chessboard. Brent feels humiliated in front of the partygoers.

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

- Having reviewed "The Heroic Journey," create a bookmark with all the stages. Leave space between each stage to fill in the corresponding information from the story as you go along. Summarize the first part – "The Ordinary World." (After today, you will add to it daily in step 6.)
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Create an Open Mind Portrait of Brent. Use thought bubbles and speech bubbles to demonstrate what he is thinking and saying as he prepares for the party at Chaz's house.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Where does this story begin?
2. What does the author tell you about Brent in the first chapter? From what he tells you, what can you infer about Brent's character?
3. What are Brent's expectations for the party? Do you think things will work out as he plans?
4. What are Brent's options as Chaz is pushing him around like a chess piece? Assuming you are a courageous person, as described at the beginning of each lesson, which option would you advise Brent to choose in this situation?
5. Have you ever been in a situation where you were trying hard to make friends? Have you ever been in a situation where you let something go that ordinarily would have made you angry in order to fit in?

9. Analyze Analyze the key paragraph.

Key Paragraph – 6

" . . . With the room now prepared, Brent set about dressing. It was May and no longer rib-rattling cold. He considered a large collection of t-shirts, weighing the logos, color and condition. To impress without risking being made fun of was his mission, the latter especially important in the case of a party at Chaz's. Especially when you hadn't actually been invited."

EXTEND

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

Today's reading places Brent in his "ordinary world." Write a paragraph or two that introduces Brent in your own words. Explain the situation he finds himself in and the events leading up to this situation. Highlight what he concerns himself with. Use examples from today's reading to back up your assertions. Conclude by evaluating whether or not these are the things that should concern him.

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

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

Character Based Literacy Program Lesson Plan *Whirligig*, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What's a cognitive distortion and why do so many people have them?

Cognitive distortions are simply ways that our mind convinces us of something that is not really true. These inaccurate thoughts are usually used to reinforce negative thinking or emotions — telling ourselves things that sound rational and accurate, but really only serve to keep us feeling bad about ourselves.

Please review the 15 Common Cognitive Distortions on the following website:
<http://psychcentral.com/lib/15-common-cognitive-distortions/0002153>

Discuss with your students if they have ever experienced any of these distortions and what the negative and positive effects were.

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

emboldened-14	reeled-16	leper-16	hurtled-17	pawn-17
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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.

Whirligig, pp. 11-18

Setting	Characters	Pages
the party, moving from group to group	Brent, Chaz, Jonathon, Brianna, and the other party-goers	11-16
driving on the 94 Freeway	Brent	16-18

RESPOND

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

Students might mention:

- Brent moves from one group to another, listening to conversations about the Cubs, hockey and cars. All the while, he is waiting for his chance to catch Brianna, his crush, alone.
- Brent sees Brianna heading for the bar. He intercepts her and attempts to engage her in conversation.

- Brianna becomes annoyed by Brent's persistence and screams at him to "stop hanging all over me!"
- Chaz makes a couple of jokes about the tension created by the scene. Brent throws a punch at Chaz, kicks Chaz's crown across the lawn, and heads for his car. Remember, he's had a few strong drinks.
- While driving, Brent's emotions get the better of him. His mind tells him that he has the power to "stop the hurting." Brent lets go of the wheel and closes his eyes. The car begins to drift to the left.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Create a visual of Brent as he is driving down the 94 Freeway. Review the italicized text on pages 17 and 18. Cartoons often portray characters being influenced by the little devil or the little angel on their shoulders. Let the italicized text represent what Brent's little devil is saying, and record it on one side of your cartoon. These are his emotional responses. Construct reasonable responses that the angel on his other shoulder might respond with. Place these on the other half of your cartoon.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What lie does Brent offer to enter his way into the conversation about cars? How does he justify the lie to himself? Have you ever lied about something to be accepted?
2. Why does Brent persist with Brianna when she clearly seems to be trying to brush him off?
3. Often our first reaction to act is on an emotional impulse. If we act on it, we often risk doing the wrong thing. If we pause first, long enough to collect ourselves, we

will often come up with a different and more positive response. Rather than take a swing at Chaz and jump into a car to drive drunk, what other actions might you suggest to Brent?

4. In letting go of the wheel, Brent is thinking only of himself. Who else should he be thinking about?
5. Have you ever reached the point of anger that the consequences of your actions no longer seemed to matter? What did you realize after?

9. Analyze Analyze the key paragraph.

Key Paragraph – 17

“... He realized that he really didn’t care where he was going. Why should he? His life was a house that had burned down to the ground. What was there to go back to?”

He drove on, weaving slightly, aware that every car but his had a destination. He felt spent, emptied of all will. He was beyond tantrums. Instead, a measured voice began broadcasting within him, soft and unexpected, like a warm wind out of season.

"There's no need to go home," said the voice. "No need to go back to school on Monday. No need to go there ever again."

EXTEND

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

Brent is experiencing cutoff - the point one reaches where the consequences of one's actions no longer seem to matter. He is blinded by his emotions, denying his ability to reason. Write a conclusion to the chapter that follows from and reflects on what Brent is currently experiencing. Try to understand the situation from his viewpoint. Use precise words telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where is Maine?

Maine is a state in the northeastern US, one of the six New England states. Its sides border the Atlantic, the state of New Hampshire, and Canada. The capital of Maine is Augusta.

Where is Weeksboro, Maine?

It is a city in the northeastern part of the state of Maine. Its population is about 31,500.

2. Word Wall

communing-21	mesmerizing-22	gesticulating-24	vanes-24	whirligig-26
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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.

Whirligig, pp. 19-26

Setting	Characters	Pages
walking in winter through Weeksboro, Maine	Alexandra and Steph	19-23
outside an abandoned house on the cliff above the Atlantic Ocean	Alexandra and Steph	23-26

RESPOND

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

Students might mention:

- Alexandra is leading her friend Steph through their hometown of Weeksboro, Maine. They are in the 8th grade.
- Along the way, Alexandra explains that they are on a mission to help Steph find a boyfriend. Steph is resistant to the idea.
- They arrive at an abandoned house on the cliff. Here, in front of a whirligig bearing the name, Lea Rosalia Santos Zamora, Alexandra explains that thoughts are like the wind - invisible, yet powerful.
- She tells Steph that just by thinking something; we can help make it happen.
- Alexandra has Steph take a seat on the ground. She hands her a book titled, *Guided Imagery for Successful Living*. She advises Steph to imagine a comfortable place.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Create this whirligig. Your teacher may decide to keep it as simple as drawing or blueprinting it. Or s/he might have you create it using construction paper and other found items available in your classroom.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is the setting of this chapter? Who is narrating this chapter? Who was narrating the first chapter?
2. Why is Alexandra taking Steph out to this abandoned house on the point?
3. What does the whirligig have to do with Alexandra's choice of locations?
4. Do you believe in the power of positive thinking?
5. Who do you think Lea Rosalia Santos Sanchez is/was?
6. Can you make a prediction regarding the relationship of this chapter to the previous one that centered on Brent?

9. Analyze Analyze the key paragraph.

Key Paragraph – 25

"That thoughts are powerful. That they're the seeds of events. That by thinking something, we can help make it happen."

EXTEND

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

Alexandra is asking Steph to visualize herself finding a boyfriend. She is asking her to imagine changing herself and also to visualize her ideals. Reflect on Steph's situation and think of a change you would like to make and a goal you would like to realize. Visualize yourself changed and your goal obtained. Then write a paragraph that explains the change you would like to make. Record the steps, in detail and vividly, that will be necessary for you to take. How will you or your life be different once this goal has been achieved?

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is guided imagery?

Guided Imagery can be used to visualize positive actions, changes, or accomplishments. Guided imagery scripts allow you to relax and make positive changes.

Go to the following website:

<http://www.innerhealthstudio.com/guided-imagery-scripts.html>

or

http://prtl.uhcl.edu/portal/page/portal/COS/Self_Help_and_Handouts/Visualization

Choose a script to read with your class. Ask your students how they felt. Do they believe it helped them relax?

2. Word Wall

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

scoffing-27	Neanderthal-29	idiom-30	beacon-30	hypothermia-32
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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.

***Whirligig*, pp. 26-32**

Setting	Characters	Pages
on the ground in front of the whirligig	Alexandra, Steph and Kyle's little brother	26-32

RESPOND

5. Timeline

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

Students might mention:

- Alexandra finally gets Steph settled down enough to go through the visualization process. Steph still can't help but make jokes along the way.
- Alexandra leads her to imagine a life where she has pursued her interests (biology), matured, empowered herself, achieved, and chosen a suitable mate.
- As the visualization is coming to an end, Steph realizes that someone has been watching them.
- The onlooker is a nine year-old boy. He is the brother of Kyle, who it turns out, has been Steph's boyfriend ever since that day.
- Steph says that while she remains logical, she cannot deny the connection between her visualization on that day and her relationship with Kyle. For the past three years, out of respect, Steph has maintained the whirligig that must have had some part to play in bringing the two together.

6. Map

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.

- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Create a chart on a piece of paper similar to the one below. Use the information from today's reading to fill in the blanks for Steph. Then think about yourself. What do you truly value? What are your unique interests in life? What will make you feel self-reliant or empowered? What do you imagine to be your greatest future achievement? Keep it real. Keep it possible. (No criminally masterminded schemes that will land you in a jail cell or a grave, please.)

	Values	Interests	Empowerment	Greatest Achievement
Steph		biology	French, martial arts	
Me				

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What types of things does Alexandra help Steph to visualize?
2. Positive thought when not followed up with positive action will likely result in no results. What advice would you give to Steph in terms of steps she will need to take to realize her ideals?
3. Do you think the whirligig had something to do with Steph meeting Kyle?
4. What do you imagine is Brent's relationship to Steph?

9. Analyze Analyze the key paragraph.

Key Paragraph – 27-28

"Great!" she said. "But you wouldn't want to skimp on details, would you? I mean, we're deciding your future here. You don't want the standard L.L. Bean WASP boyfriend, in plaid or navy. You want someone designed for you."

EXTEND

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

Write narrative about your ideal life. Try not to think about material things, like having lots of money. Rather, visualize yourself being completely content in what you are doing for yourself and for others. What factors in this visualization make you feel that

way? The people you are connected to? The important work you are doing? Your hobbies? Your family? First, write a descriptive paragraph with well-chosen details and structured events that brings your visualization to life for you and for the reader. Through word choice, paint a vivid picture for the reader.

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

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

Character Based Literacy Program Lesson Plan Whirligig, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The River Styx: a river in Hades across which Charon carried dead souls (Greek mythology)

Crossing the Threshold: Somewhere the journey must begin and you must enter the special world where this heroic journey will take place.

Tests, Allies, Enemies: The journey is never really alone - you need companions along the way. Now the test comes and you find who will be with you and who will not. Who will be your friends, and who will be your enemies? What tests will you have to pass?

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

muteness-34	outcast-35	mediator-38	atone-38	restitution-39
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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.

Whirligig, pp. 33-39

Setting	Characters	Pages
on a bus, heading for Seattle, WA	Brent and the other passengers	33-34
the scene of the wreck, a short time ago	Brent, police, rescue workers	34
the police station	Brent, police, and his father	34-35
at home	Brent, Mom and Dad, Lea Zamora, and Mr. Zamora	35-36
the hearings	Brent, Dad, and the judge	36-38
the restitution meeting in a building downtown	Brent, Mom and Dad, the mediator and Mrs. Zamora	38-39

RESPOND

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

Students might mention:

- Brent wakes up traveling west on a bus through the Cascades. The narrator states that this is Brent's second life, having been reborn after the accident.
- It turns out that Brent allowed the car to continue to drift that night after Chaz's party. It drifted into the divider, spun around and careened into another car, killing eighteen year-old Lea Zamora.
- Brent was arrested for DUI and charged with manslaughter. He was given probation, and required to meet with Lea's parents if they desired.

- Brent changed after the wreck, no longer concerned with fitting in or being accepted by others.
- At the restitution meeting, Brent listened to Mrs. Zamora describe how her daughter's death had affected her and her husband. All Brent could say was, "I'm sorry" over and over.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

The narrator says, "The bus was his ferry across the river Styx." Create a postcard detailing the bus transporting Brent from the ordinary world across the threshold, and into his second life. On the other side, pretending you are Brent, write a brief note detailing what you intend to do to set things as right as they can possibly be.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Do you think the bus is really taking Brent and his fellow passengers to heaven or hell?
2. Where have you seen the name Lea Zamora before? What might this bus ride have to do with the restitution meeting with Mrs. Zamora?
3. Is there any way to fully atone for the taking of another life?
4. What do you think would be appropriate restitution in this case?
5. Why does the author title this chapter, "The Afterlife"?
6. Usually a story plot is sequential. It starts at the beginning and works its way, step-by-step, to the end. Why do you think the author has decided to tell this story out of sequential order?

9. Analyze Analyze the key paragraph.

Key Paragraph – 39

"Miss Gill spoke for a while. When it came time to discuss restitution, Brent saw his father shift nervously. The Zamoras hadn't sued; apparently they were content with the insurance company's payment. His father had brought his checkbook just in case.

Brent spied the silver pen beside it in his jackets inside pocket, stationed like a butler awaiting command. Miss Gill reviewed the various possibilities: a written apology to each family member, service to a charity of the Zamoras' choice, service to the Zamoras themselves. Whatever it might be would have to be agreeable to both parties."

EXTEND

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

Pretend you are the judge and write what a short narrative on what you think would be acceptable restitution? State what you think Brent ought to agree to. Give the details and terms of the service. Then provide a justification with evidence from the book for why your plan is just. Be specific so as to avoid any misunderstandings by the reader. Take into consideration Brent's, the Zamora's, and Brent's parent's viewpoints.

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

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

Character Based Literacy Program Lesson Plan *Whirligig, Day 6*



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The Call to Adventure: The journey continues at the next stage when our hero is called by events, or circumstances, a message or a messenger, out of this ordinary world to take on a greater adventure in the world outside. This call to adventure will most often take the hero to a special world, a world not situated in the facts of time and space, but a fantasy world, a fantastic world where things that can't happen in the real world, the ordinary world, can happen here. In this fantastic world we can learn about the lessons our lives can teach us in new ways. Often the agent that brings the call to adventure is a **herald**. In mythic stories, the **herald** might issues a challenge to the future hero or is a signal that a significant change is about to occur. In the case of Brent Bishop, the herald will also be a **mentor**.

Mentors: At this point in the story a **mentor** enters, sometimes one person, sometimes several, sometimes even whole institutions or organizations or ways of being. The functions of this mentor are teaching, guiding, and training, but also protecting and forming the young hero until the hero is ready for the test ahead. This is generally symbolized by objects, or tools, amulets that are either necessary for the tasks at hand, or that have special properties that will be necessary for the particular tasks in this story: the ruby slippers in *The Wizard of Oz* or the light saber in *Star Wars*.

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

retribution-39	penance-42	chrysalis-43	entrancing-44	labyrinthine-45
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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.

***Whirligig*, pp. 39-46**

Setting	Characters	Pages
the restitution meeting	Brent, his parents, Miss Gill, and Mrs. Zamora	39-41
on the bus to Seattle	Brent and the other passengers	41-44
downtown Seattle	Brent	44-46
a state campground in	Brent, the ranger, and a fellow camper	46

Mt. Vernon		
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RESPOND

5. Timeline

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

Students might mention:

- Mrs. Zamora tells Brent that she wants him to build and place a whirligig representing Lea in the four corners of the United States - one in Maine, one in Washington, one in California, and one in Florida - so that others will receive joy from her even though she is gone.
- Brent agrees. His parents finally come around and Brent heads out by bus to Washington.
- While on the bus, he studies the whirligig book he bought in an old bookstore. The bus finally pulls into Seattle. Brent gets off the bus and still feels separate from everyone else in the world.
- Seattle is too much like Chicago so Brent hitchhikes to Mount Vernon.
- After a three-mile walk, Brent comes to a campground. Because it is already full, he shares a site with another camper - an older gentleman traveling by bicycle.

6. Map

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

7. Activity

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

One possible activity:

The author writes that Brent was "lodged in his own chrysalis but had no idea what he was turning into." (A chrysalis is being in a transitional state) Create a visual of Brent emerging from his own chrysalis, changed by his adventure, into a hero. Give it a title at the top or provide a caption at the bottom.

And

Using a map of the United States, map out the route Brent has followed to this point from Chicago (Interstate 90). Locate and label Chicago, Illinois; Weeksboro, Maine; Mount Vernon, Washington; California, and Florida. You may also wish to add in any landmarks mentioned to this point, such as the Cascades and Puget Sound. Place a mark or symbol in each of the two cities where you know Brent is going to place a whirligig. (You will add the other cities in California and Florida, as well all-important landmarks along the way as they are mentioned.)

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Explain the one thing that Mrs. Zamora believes Brent can do for her.
2. Do you think this “adventure” will right things in the universe for Mrs. Zamora and Brent?
3. Why are Brent’s parents cautious about letting him go on this journey? Are your parents cautious?
3. This will supposedly be a hero’s journey. Can a villain like Brent become a hero?
4. With any adventure there are trials. What upcoming trials do you predict for Brent?

9. Analyze Analyze the key paragraph.

Key Paragraph – 41

“This is my only request. That you make four whirligigs, of a girl that looks like Lea. Put her name on them. Then set them up in Washington, California, Florida, and Maine—the corners of the United States. Let people all over the country receive joy from her even though she’s gone. You make the smiles that she would have made. It’s the only thing you can do for me.” She exhaled. “That’s what I ask.”

EXTEND

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

Pretend that you are Miss Gill. As the mediator, you need to put the agreement into writing. Write a formal narrative letter to Brent in which you outline what has been agreed to. Be specific about what he is to do it, where he is to do it, and why he is to do it. Wish him well and close with some encouragement. A narrative letter tells a story within it. With sympathy yet formality, explain the reasoning behind these requests. Refer to the text to help with your reasoning.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who is Kurt Vonnegut?

Kurt Vonnegut is most commonly known for his writing. Many of his early short stories were wholly in the science fiction mode, and while its degree has varied, science fiction has never lost its place in his novels. Vonnegut has typically used science fiction to characterize the world and the nature of existence as he experiences them. His chaotic fictional universe abounds in wonder, coincidence, randomness and irrationality. Science fiction helps lend form to the presentation of this worldview without imposing a falsifying causality upon it. In his vision, the fantastic offers perception into the quotidian, rather than escape from it. Science fiction is also technically useful, he has said, in providing a distance perspective, "moving the camera out into space," as it were. And

unusually for this form, Vonnegut's science fiction is frequently comic, not just in the "black humor" mode with which he has been tagged so often, but also in being simply funny.

Please refer to www.vonnegut.com for more information.

2. Word Wall

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

disparate-48	forte-50	toiling-52	abcess-52	scholar-53
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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.

Whirligig, pp. 47-54

Setting	Characters	Pages
in camp	Brent and the cyclist	47-56

RESPOND

5. Timeline

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

Students might mention:

- Brent sets up his camp. Then he and the biker prepare dinner together.
- After dinner, they play an old Chinese game called Go. During the game, Brent recalls Kurt Vonnegut's reference to the word *karass* - a word that means "a disparate group of people linked together without their knowledge."
- In the morning the cyclist says his goodbyes and rides away. Brent begins work on the whirligig.
- He chooses an angel whose spinning arms play a harp.
- After many mistakes and more than a day's work, Brent's first whirligig of Lea is complete. He hangs it from a tree in camp and prepares to document it with a photo.

6. Map

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.

- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Recreate/build/draw/design/engineer the whirligig described in this chapter. Your teacher will decide which materials are appropriate.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What word did Brent think of when he was playing Go? Explain to a partner the meaning of the word.
2. What does the word karass have to do with what Brent stands to learn from this journey?
3. According to the author, how are Hercules and Brent similar?
4. Why do you think Brent decided to build an angel whirligig?
5. What did Brent discover about building Whirligigs?

9. Analyze Analyze the key paragraph.

Key Paragraph – 54

“Back on the ground, he stared up at it. The harp player was just over a foot tall and seemed much smaller from a distance. Brent awaited a breeze until his neck ached. When it came, the figure felt it first. It swung on the dowel like a weathervane. The arms lifted, then trembled. Then spun. He felt the breeze. The arms gained speed. His smile widened. The phrase, ‘the breath of life’ traveled through his mind. He watched, mesmerized. Then he ran for the camera.”

EXTEND

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

Brent learned a lot about building whirligigs in this chapter. Many of the things he learned came out of his mistakes. Pretend you are Brent. A narrative letter tells a story within it. Write yourself a brief letter to remind you of the things to be sure to do next time (as well as the things not to do) so as to avoid making the same mistakes twice. Set your observations in a clear sequential order. Remember you are telling a story so write your letter following your experiences.

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

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

Character Based Literacy Program Lesson Plan Whirligig, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where and what is Puerto Rico?

Puerto Rico is an island in the Greater Antilles in the Caribbean Sea. Its capital is San Juan. One of the earliest Spanish settlements in the New World, it was ceded to the US in 1898 after the Spanish-American War. In 1952 it became a commonwealth in voluntary association with the US with full powers of local government.

Where is Miami?

Miami is a city and port in southeastern Florida, a state in the southeastern part of the United States. It has a subtropical climate and miles of beaches.

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

pope-55	salsa music-57	reggae- 58	saints-59	plantain-60
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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.**Whirligig, pp. 55-62**

Setting	Characters	Pages
early morning, Miami	narrator	55-56
Puerto Rico	narrator and his family	56
school in Miami	narrator and his teacher	57
at work in the restaurant	narrator, his father, three cooks, and Constancia	57-58
at home with Constancia	narrator, Constancia, first baby, and second baby, Raul, Constancia's grandparents, the narrator's 17-year-old cousin, and five crying babies	58-61
a pier on the Florida coast	narrator, sport fishermen, and the boat captain	61-62

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 narrator is driving a street sweeper in Miami. He tells the reader how he came from Puerto Rico during a period of violence and unrest.
- In Miami as a child, the narrator attended an "English only" school. In junior high, he was moved to a school for "retarded" children. That was the school's answer to dealing with English learners.

- Instead of going to school, the narrator began working in restaurants at age 14. He learned English from the other workers.
- He married and had a child, but the baby died. The couple had a second child, named Raul. Lots of people came to live with the narrator and his wife.
- Things got so hectic at home that the narrator took a drive one day to the coast to get away. There he came across a whirligig, nailed to the side of a restaurant. He realized that he could not live without others, and that there is always conflict.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity: The narrator creates several images for the reader as he describes different events in his life - Life in Puerto Rico, life at school, in the restaurant, at home, etc. Choose one to portray in a single-frame cartoon. Include a caption beneath the cartoon that communicates a connection of the visual to something the narrator learned about life.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Who is the narrator of this section? Where is he from? Where does he live now? And what does he do for a living?
2. Why do you think the author chooses to narrate the sections with Brent using the third person and the sections with others in his karass using the first person?
3. Why did the narrator and his family move from Puerto Rico to Miami?
4. What did the narrator realize as he stared at the whirligig on the Florida coast?
5. Have you ever had a revelation (a moment in which you suddenly saw things in a different light than you had previously)?

9. Analyze Analyze the key paragraph.

Key Paragraph – 62

"I got off the boat and walked down the pier. I came to the wooden marching band. I stopped and looked. There was a trumpet, trombone, clarinet, and drum. Birds don't

live alone, I told myself. They live in flocks. Like people. People are always in a group. Like that little wooden band. And whenever there's a group, there's fighting. If the people in a group get along, maybe they make good music instead of arguing, like Willie Colon's band. But usually not. That's how life is. I stared at that marching band. Then I got in the car and drove home."

EXTEND

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

The narrator implies that he learned a lot about the value of his life by visiting the sea, viewing the "shearwaters" and staring at the marching band whirligig. Pretend you are the narrator. Write a letter to your wife, Constancia. Tell her how you had been feeling before you took this drive today. Tell her what you did, where you went and what you saw. Then explain to her how these experiences have changed your outlook and understanding about life and how it will affect the way you live the rest of it. Remember your audience. You are writing to your wife. Consider your word choice and your tone. Use description and reflection to develop your experiences.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Approaching the Inmost Cave: In mythology, stories of the heroic journey introduce us to the hero through a series of tests that clarify who are enemies and who are allies. The journey always includes companions, and always leads to a series of increasing conflicts and an ordeal in which these allies and enemies will be critical. On the way to an ordeal, the hero experiences conflict with those he or she meets along the way: people, forces, and places. This is the **Approach to the Inmost Cave** [Christopher Vogler, Joseph Campbell].

This is the area or zone of approach where the hero is going deeper into the special world and getting closer to the ordeal, the crisis that must inevitably erupt. This is the crisis that

will test his or her courage, and call on everything he or she has to offer, everything he or she has learned. This approach can be fast or slow, mountainous or a desert journey, a physical struggle or even a romance. It is very often a series or progressive set of choices and tests, getting closer to the real test.

The Ordeal: The ordeal has come and you must summon everything heroic in yourself to get through it.

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

dubious-64	interlude-64	skulked-66	predators-66	concertina-68
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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.

Whirligig, pp. 63-71

Setting	Characters	Pages
on the bus to Southern California at night	Brent and the other passengers	63-65
the bus station in San Diego	Brent, two con men, and a room full of strangers	65-67
a youth hostel	Brent, the hostel clerk, a bearded man playing a concertina, and a German named Emil	67-70
the sights of San Diego	Brent and Emil	70-71

RESPOND

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

Students might mention:

- Brent is riding the bus at night from San Francisco to San Diego. Out the window he spots the Summer Triangle made up of three stars: Deneb, Vega, and Altair. Brent bought the book along with other supplies during his stopover in San Francisco.
- At the bus station in San Diego, two conmen try to steal Brent's bag. Rather than risk walking, Brent takes a cab to a nearby youth hostel.
- At the hostel, he takes on an assumed identity as a coffee-drinking tourist from British Columbia, Canada.

- In the morning Brent meets a German tourist named Emil. They see the sights together.
- At the zoo, Emil tells Brent that his parents are both teachers and that “a teacher lives forever through his students.”

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Draw a single-frame cartoon to go with the caption, “He scouted the room’s perimeter for predators...” (You may wish to imagine this scene as taking place in the Inmost Cave.)

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What did Brent see when he looked out the window of the bus? Why do you think the author decided to make Brent's character find interest in stars?
2. What did the author mean when he said, “It dawned on him why animals lived in herds”?
3. Why does Brent lie to his new friend, Emil?
4. What important realization does Brent come to when Emil says, “a teacher lives forever through his students”?
5. Emil has become both an ally to Brent and a mentor. Predict how Brent will succeed at becoming a teacher, thereby allowing the positive effects of his future acts to travel “far beyond [his] knowledge.”

9. Analyze Analyze the key paragraph.

Key Paragraph – 70-71

“Brent suddenly thought back to Miss Gill, the mediator in Chicago, and her saying that the effects of an act traveled far beyond one’s knowledge. He knew she’d meant harmful acts, like his. He saw now that the same could be said of good deeds, such as a teacher’s years of inspiring. Everything we did - good, bad, and indifferent - sent a

wave rolling out of sight. He wondered what his own accounting, generations later would look like.”

EXTEND

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

Pretend you Brent and are keeping a journal which later will turn into an autobiography. In your journal entry for today, reflect on the realization you came to today: the broader meaning of what Ms. Gill told you before you left: “The effects of an act travel far beyond one’s knowledge.” Explain that you want to make a lasting positive difference in the world. Describe the situation which led to this quote being said, try to include multiple viewpoints (yours and the person who said the quote), and Brent should remain as the narrator.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where is San Diego?

San Diego is an industrial city and naval port on the Pacific coast of southern California, a state located in the western part of the United States. San Diego is just north of the US-Mexico border.

2. Word Wall

boisterous-71	perseverance-74	outcast-74	lament-75	christening-75
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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.

***Whirligig*, pp. 71-75**

Setting	Characters	Pages
downtown, San Diego	Brent and Emil	71
night time back at the hostel	Brent and the other residents	71-72
in the nearby park	Brent	72-74
back at the hostel	Brent and the other residents	75

RESPOND

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

Students might mention:

- Brent and Emil toured downtown. At a music store, Brent bought a harmonica.
- Back at the hostel, Brent listened to the lively dinner conversation - far more diverse and intellectual than he was used to at home.
- In the morning, Emil had moved on. But he left Brent his address inside his worn copy of *Two Years Before the Mast*.
- Brent worked for three days in the park on Lea's whirligig - a whale with a mermaid that rode up and down on the whale's spout.
- When it was completed, he installed the whirligig on the porch of the hostel, took a picture of it for Mrs. Zamora, and played *My Bonnie* on his harmonica the whole way through without mistakes.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Create visuals to go along with the harmonica directions on page 72.

And/or

Draw/Create/Design/Engineer/Build/ the San Diego whirligig using the materials your teacher provides.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Brent bought a harmonica? What images of traveling do you get when you think of harmonicas?
2. Think back to Brent before the crash and the death of Lea. How has he changed? What remains to be changed?
3. Who would you say are the benefactors of the whirligig? Why?
4. Why doesn't Brent correct the clerk when he says, "There's no need to go buying presents"?
5. Do you have a constructive activity or hobby that draws your attention so completely that worries and stresses fade away?

9. Analyze Analyze the key paragraph.

Key Paragraph – 74

"Despite the difficulties, the whirligig was absorbing, blocking everything else from view. The characters from his first life—allies, enemies, potential girlfriends—who'd once loomed like giants were now barely visible, distant figures disappearing over the horizon. He still noticed the cars he'd lusted after and heard snatches of songs linked to that era. His reactions felt distanced and ghostly. He had no desire to revive that life. It had all been crumpled in the crash. He no longer gave any thought to his clothes. He was an outcast, part of no group, and no longer had anyone to impress. Only when the wind blew did he feel watched by Lea, looking down at his work."

EXTEND

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

Brent is beginning to realize what this adventure entails. Pretend you are aware of all the details of what Brent has experienced up to this point. Give your encouragement and advice in response to his request. You may want to point out for him the ways in which he has already positively changed from the Brent you met at the mediation meeting. You may also wish to address his need to forgive himself and to see himself as part of the rest of the world, rather than an outcast. Finally, you may wish to remind him about the meaning of courage, specifically the part about considering your own heroic journey, "***in which we live for purposes bigger than ourselves and our wants and needs.***" Remember your audience. Brent sought you out as an ally. Keep the letter positive in tone, but don't go easy on him either.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Analyze the following scenario with your class.

Parents enroll their children in extracurricular activities to give them more exposure and opportunities outside of the classroom. However, the child no longer wants to do the activity.

Should the parents force their child to continue?

If they allow them to stop, are they showing their child it is okay to quit?

How would you approach the situation?

2. Word Wall

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

orphanage-77	recitals-78	harp-80	pledge-81	scholarship-84
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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.

***Whirligig*, pp. 76-85**

Setting	Characters	Pages
classroom in Bellevue, Washington	Tony, the narrator, Miss Rapplolini, and the announcer	76-79
camping in Mount Vernon, Washington	Tony, his family, and the announcer	80-81
at home “practicing”	Tony, his mother, Ronnie Sneed, Coach Mintz, and the announcer	81-84
the classroom	Tony	84-85

RESPOND

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

Students might mention:

- Tony, a fifth grader and the narrator of the chapter is writing in his classroom journal. He imagines himself being interviewed by a great sports announcer.
- He tells the sports announcer what his real vacation was like, but only writes down in the journal what the teacher wants to hear.
- On a camping trip in Mount Vernon with his family, Tony looks up to find an annoying, noisy, harp-playing whirligig in the tree outside his tent.
- His mother believes the whirligig is an inspiration for Tony’s commitment to violin. “Look how she practices all the time, Anthony.”
- After camping, Tony secretly quits the violin and blows a recital. His violin coach convinces his mother to back off some in order to allow Tony to rest before resuming the violin. Referring to the whirligig, Mr. Mintz pointed out, “The harp player plays the harp. Then she rests. Then she plays the harp again.”

6. Map

- Add to ongoing class activities like a KWL chart or map: where did the characters go?
- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
 - Maintain a list of enemies and allies.
 - Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

7. Activity

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

One possible activity:

Make a Venn Diagram using Tony and Brent. How are they different? How are they similar? Think about how each was before the transformational event (the crash and the botched recital) as well as after.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Tell a partner everything you know about Tony.
2. As part of Brent's karass, is Tony an ally or an enemy?
3. How has the Washington whirligig affected others who have come into contact with it? Has it changed lives?
4. If you were Tony, what questions would you ask Brent about the meaning behind the Washington whirligig?
5. Do you think Brent had practice-rest-practice in mind when he made the Washington whirligig? What *do* you think he had in mind?

9. Analyze

Analyze the key paragraph.

Key Paragraph – 84

“ANNOUNCER: *Do you remember Coach Mintz's exact words?*

ME: *You bet, Bob. 'The harp player plays her harp. Then she rests. Then she plays again.' He said he thought it was an excellent idea to have a picture of the whirligig on the wall, to remember this. Then he looked at my mother and he said, 'After speaking with Tony, I believe he's ready for a rest.'”*

EXTEND

10. Write

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

Write a parable around the idea, “Rest gives strength to activity.” A parable is simple story used to illustrate a moral or spiritual lesson. This lesson should affect your main character just like it affected Tony. Be sure to include structured event sequences with a smooth progression through the events. Identify the problem, which lead you to the lesson learned. Use dialogue and descriptions to build up the characters and events.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The story of Job:

<http://www.sparknotes.com/lit/oldtestament/section11.rhtml>

<https://www.biblegateway.com/passage/?search=Job+1&version=NIV>

The story of Cain and Abel:

<https://www.biblegateway.com/passage/?search=Genesis%204>

2. Word Wall

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

soliloquy-87	fugitive-88	vagabond-88	unintelligible-91	disembodied-92
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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.

Whirligig, pp. 86-92

Setting	Characters	Pages
on the bus from San Diego to Florida	Brent and the woman sitting next to him	86-87
the bus depot in El Paso	Brent and a sidewalk preacher	87-88
on the bus from El Paso to Beale Beach, Florida	Brent	88-89
Beale Beach	Brent, passersby, the motel clerk, and Trisha	90-92
down the beach, out of town	Brent	92

RESPOND

5. Timeline

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

Students might mention:

- On the bus from San Diego to Florida, Brent was joined by a woman in Phoenix who shared her whole crazy life story with Brent.

- In El Paso, Brent took advantage of a layover to get off the bus. A sidewalk preacher stared right at Brent, referenced Cain from the bible and pinpointed exactly how Brent was feeling - like a “fugitive and a vagabond.”
- Brent changed buses in Tampa and got off in Beale Beach on the Florida Gulf coast.
- He had to wait until 3:00 to check into the motel. He slept on the beach and had pie in the Sand Dollar Café.
- In his hotel room, Brent found a note left by the maid. He wrote back, “I’m completely alone.” Then he headed out to work on the third whirligig.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent’s.

EXPLORE

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

One possible activity:

Review the description of saguaro cactuses on page 87. Draw them as “ancient and wise.” Use speech bubbles or captions to communicate their ancient wisdom to Brent.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What problems has the woman sitting next to Brent had in her life?
2. Why does being a stranger in a strange land lose its appeal for Brent? Is this a move in a positive direction?
3. Is the preacher an ally, an enemy, or a mentor?
4. Why do you think Brent wrote to Trisha? How do you think she will respond?

9. Analyze Analyze the key paragraph.

Key Paragraph – 88 and 91

“ ‘That’s what the Lord God said to Cain!’ He wiped his face with a handkerchief and turned. Brent quickly retreated into the station, the man’s words burning in his brain. Being a stranger in a strange land had suddenly lost its appeal.”

And

“He woke to the sound of his neighbor’s TV, which had been blaring ever since Brent arrived. He turned on the radio to drown out the noise. The station it was tuned to was playing Dixieland. Brent had rarely bothered with jazz. It was unintelligible, a foreign language. He lay back and listened, tried to follow the trumpet’s line, then the clarinet’s then began flipping through the whirligig book, came to the drawing of the marching band—and knew he’d found his next project.”

EXTEND

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

Brent is beginning to realize that he cannot remain an outcast. In a quest narrative the character must achieve a goal. In a short quest narrative, explain how Brent is finding the importance of being a part of society again. Use examples from today’s reading that suggest he is getting closer to doing so. (HINT: Consider the woman in the seat next to him, the preacher, the whirligig he has chosen, and the note he wrote to Trisha.)

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

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

Character Based Literacy Program Lesson Plan Whirligig, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Scorpius?

The Scorpius constellation has intrigued people for centuries, not only for its distinctive shape, but also because it is one of the brightest constellations in the sky.

According to mythology, Scorpius and Orion are often intertwined in Greek mythology. According to one myth, Orion boasted that he would kill every animal on the earth. The goddess-hunter Artemis and her mother, Leto, dispatched a scorpion to kill Orion. Zeus put the scorpion in the heavens after it won the battle. In another myth, the god Apollo, Artemis's twin brother, grew angry and sent a scorpion to attack Orion because he claimed to be a better hunter than Artemis. Zeus put Orion and Scorpius in the sky, but they are visible at different times of the year.

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

eerie-93	humidity-96	gaggle-97	baffled-98	apprenticing-99
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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.

Whirligig, pp. 92-99

Setting	Characters	Pages
down the beach from town	Brent	92-95
Brent's motel room	Brent and an anonymous maid	95
the Sand Dollar Café	Brent, the waitress, and the other diners	95-96
under the fronds at Brent's workplace	Brent and a gaggle of young children	96-98
back at his motel room	Brent	99

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

Students might mention:

- Brent finds a place to work on the beach outside of town using picnic benches for a workshop.
- He chooses a more complex whirligig - a marching band - and decides to make Lea the clarinetist.
- After working all day in the sun, Brent returned to his motel room to shower before dinner. A different maid replied to his note to Trisha. Brent was unsatisfied with her reply. At dinner, Brent feels as nourished by the human contact as he does by the food.
- Back at his workplace, Brent is joined by a "gaggle of children." They are all interested in his work. Brent shows them what he is building and organizes them so that they may play with his tools. He feels like a substitute teacher.
- Two days later, Brent is still working. He takes a break to swim with some of the local children, and is happy to "apprentice himself to a third-grader" who teaches Brent about lion's paws and terns.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

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

One possible activity:

Brent is enjoying learning about the heavens. In stargazing he locates Scorpius of his motel window. Research this constellation. Then draw it. Think about how it relates to

Brent's journey. Include a brief caption at the bottom of your visual that demonstrates its significance.

And/or

Make a postcard of a scene in today's reading. On the back write a note to Emil, telling him where you have been, what you have seen, and what you have done since San Diego. Remember that Emil still thinks Brent is a tourist from Canada.

And/or

Having a gaggle of kids around a workshop can be dangerous. Pretend you are Brent, the "substitute kindergarten teacher." Write a set of rules to be posted in your work area to help protect the children should they return tomorrow.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Recall with a partner the events of the previous chapter in which the marching band whirligig first appeared. What revelation did the narrator come to upon viewing it?
2. Why do you think the author chose to reference Scorpius, of all the constellations he had to choose from?
3. Why is the line, "He felt like a substitute kindergarten teacher" so significant to the story and to Brent's journey?
4. Why do you think Brent didn't like the response he got from the maid?
5. What else do you think Brent needs to learn or come to terms with before he returns to Chicago?

9. Analyze Analyze the key paragraph.

Key Paragraph – 97

"The children didn't appear the next day. The following day, four of them returned. He took a break, went swimming with them, and learned from a little boy that the ridged, orange shells were called lion's paws and that the birds diving into the water were terns. He didn't mind apprenticing himself to a third-grader. In gratitude, he let the boy drill holes in a long finger of plywood."

EXTEND

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

Good writing requires that the reader make inferences. Write a paragraph in which you infer why the children are so important to today's reading and this part of Brent's journey, paying particular attention to the fact that while the children learned from Brent, he also learned from them. In addition to what's on the surface - lion's paws and terns - what else do you think Brent learned from these children? Be sure your paragraph has an evidence and reasoning to support your inference.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the Holocaust?

It is the mass murder of Jews under the German Nazi regime during the period 1941–45. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz.

What is Auschwitz?

It is a Nazi concentration camp in World War II

Who is Anne Frank?

She is a German Jewish girl noted for her diary (*The Diary of a Young Girl*, 1953) that records the experiences of her family, who hid from the Nazis for two years in occupied Amsterdam. They were eventually betrayed and sent to concentration camps. Anne died in the concentration camp at Belsen.

2. Word Wall

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

overture-103	chemotherapy-103	duty-103	catapulted-103	stealthily-104
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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.

Whirligig, pp. 99-105

Setting	Characters	Pages
on the beach in Beale Beach, Fla.	Brent and his apprentices	99-101
Jenny's house in San Diego	Jenny and Jenny's grandmother	102-105

RESPOND

5. Timeline

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

Students might mention:

- Brent completed the whirligig with his new friends looking on. After testing it, he hung it up outside the abandoned ice cream shop, and took a picture with the kids next to the whirligig.
- The children expressed concern that the whirligig would not survive the next hurricane. Brent knew though, having apprenticed these kids, that new whirligigs would replace this one when the time came.
- Back in San Diego, Jenny, a fifteen year-old girl is watching over her sick grandmother. She is reading a collection of letters written by the surviving father of Anne Frank who died in Auschwitz.
- Jenny's grandmother, it is revealed, survived Auschwitz and is now fighting to survive cancer.
- Jenny's grandmother tells Jenny to get ready to take her for a drive, even though Jenny has no driver's license.

6. Map

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Draw/Create/Build/Engineer the marching band whirligig using the materials available to you.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Brent so sure that whirligigs will remain in Beale Beach long after he is gone?
2. What significance does the inclusion of the children in the photograph of the whirligig hold?
3. Does this mark a turning point or another stage in Brent's heroic journey? If so, what stage do you think it marks? Why?
4. Who is Jenny and what is wrong with her grandmother?
5. What do you think are the underlying messages in the facts that Jenny is reading Anne Frank's father's letters when her grandmother, who survived Auschwitz and is now fighting cancer, calls for her help?
6. What do you think Jenny's grandmother would tell Brent about survival if she knew about his crash and the death of Lea?
7. What do you think Jenny and her grandmother will do and see on their outing in San Diego?

9. Analyze Analyze the key paragraph.

Key Paragraph – 104

"Talk like that was a change for her. Until lately she'd always answered, 'like Jesse Owens' or 'like Joe DiMaggio.' She was an amazingly positive person for someone

who'd been in Auschwitz. I took her hand and stealthily looked, for the thousandth time, at the place on her wrist where her number had been tattooed. She'd had it removed, and seemed to have done the same with her memory of that time. She never brought it up and wouldn't answer my questions."

EXTEND

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

Jenny's grandmother is a survivor. She has survived the Holocaust and is now battling to survive cancer. Use Jenny's grandmother's story to write a parable. Though she has experienced loss, horror, and tragedy, she has not given up the fight to live. This will be the lesson learned in your parable. You will add another lesson to your parable after the next reading. Be sure to include structured event sequences with a smooth progression through the events. Identify the problem, which lead you to the lesson learned. Use dialogue and descriptions to build up the characters and events.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Discuss the following questions with your class:

What are the negative effects of helping others?

Will providing help provide greater benefits than having the person learn on their own?

If you are actively striving to do "good," how far does that obligation take you?

If there are issues that have nothing to do directly with the one you're concerned with, do you nonetheless have an obligation to become involved?

What if you don't really understand the whole situation, and your involvement may do as much harm as good -- do you still have an ethical obligation to support or become active on the right side? What if your support endangers or compromises the person?

2. Word Wall

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

stammered-105	brooch-106	phantom-110	propelled-110	grisly-110
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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.

Whirligig, pp. 105-111

Setting	Characters	Pages
Driving through San Diego from a Chinese restaurant to Jenny's grandmother's sister's old house to her own old house	Jenny and her grandmother	105-111

RESPOND

5. Timeline

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

Students might mention:

- Jenny drives her grandmother through the streets of San Diego.
- She has a hard time driving, because she has only a learner's permit.
- Her grandmother has her stop in front of her sister's old house.
- They then drive on and stop in front of the house Jenny's grandmother grew up in. It looks abandoned. She tells Jenny to continue.
- And they drive on again.

6. Map

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Create an Open Mind Portrait of Jenny's grandmother. Use thought bubbles to show what he might be thinking as they stop at each landmark.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What reason does Jenny's Grandmother give when Jenny suggests they wait for her mother to come home?
2. What stops do Jenny and her grandmother make in today's reading?
3. Do you think Jenny's grandmother has a final destination in mind?
4. Explain why Jenny's parents shied away from Judaism, and why Jenny may have gravitated back to it?
5. In terms of the novel's message, what do you think is important about today's reading where Jenny is helping her grandmother?

9. Analyze Analyze the key paragraph.

Key Paragraph – 108

"Grandma, listen! I'll call my father. He'll stop by on his way home. What do you need?"

"This he can't bring me. First help me dress."

EXTEND

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

Jenny's grandmother has demonstrated that equally important to being human is allowing oneself to be helped. Add this lesson to your parable from your previous reading. Offer advice to your reader on what it means to be human. Convince your reader that in receiving help, people will find their way back into the world of the living. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Discuss with your class the benefits of laughter. Have them come up with some on their own then guide them through the following chart.

The Benefits of Laughter		
Physical Health Benefits: ■ Boosts immunity ■ Lowers stress hormones ■ Decreases pain ■ Relaxes your muscles ■ Prevents heart disease	Mental Health Benefits: ■ Adds joy and zest to life ■ Eases anxiety and fear ■ Relieves stress ■ Improves mood ■ Enhances resilience	Social Benefits: ■ Strengthens relationships ■ Attracts others to us ■ Enhances teamwork ■ Helps defuse conflict ■ Promotes group bonding

Then discuss the following:

Checklist for lightening up

When you find yourself taken over by what seems to be a horrible problem, ask these questions:

Is it really worth getting upset over?

Is it worth upsetting others?

Is it that important?

Is it that bad?

Is the situation irreparable?

Is it really your problem?

Go to the following website for more information:

http://www.helpguide.org/life/humor_laughter_health.htm

2. Word Wall

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

skeins-115	palpable-117	seclusion-117	vantages-118	Genesis-118
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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.

Whirligig, pp. 112-118

Setting	Characters	Pages
In front of the youth hostel in San Diego	Jenny and her grandmother	112-114
On the bus from Florida to Maine	Brent	115-116
A bed and breakfast in Portland, Maine	Brent, the hostess and the other guests	116
Howlitt's Campground	Brent	116-118

RESPOND

5. Timeline

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

Students might mention:

- On the way home, Jenny's grandmother has her stop once more—in front of the youth hostel where the whirligig still stands.
- She explains to Jenny that the wind toy was built by someone good, to bring joy to those that see it.
- She reminds Jenny that laughing is important, and that she intends to remember the whirligig, not the bad things, as she passes from this life.
- Brent is on the bus to Maine. He stops first in Portland, then continues to a campground on Casco Bay.
- Inside his tent, Brent lists in order to himself all the cities he has passed through on his journey to this place.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Review the three key paragraphs below. All three are related to Brent's journey. Create a visual that demonstrates your understanding of the connection. Then choose one line from the three quotes to use as a caption that you feel best represents their connectedness.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Where does Jenny's grandmother have her stop on the way home?
2. What does Jenny's grandmother teach her, using the whirligig as an example?
3. Will Brent ever find a way to become wholly human again? Will he ever find a way to live beyond his worst mistake?
4. Other than build one more whirligig, what do you think he still needs to do to succeed in this journey?
5. What is Brent keeping track of on his journey?

9. Analyze Analyze the key paragraph.

Key Paragraphs – 114 and 41 and 38

“People are not all Hitler, *Kindela*. People are very good also, like the one who made this wind toy to give happiness to everyone who passes. People are good—even some Germans. When the bad memories came back in my head, here I walked to remind myself of this. This, not the other, I want to remember when I think my thoughts before I die. This I tell you, who have the permit for learning. I’m old. I have the permit for teaching.”

And

“This is my only request. That you make four whirligigs, of a girl that looks like Lea. Put her name on them. Then set them up in Washington, California, Florida, and Maine—the corners of the United States. Let people all over the country receive joy from her even though she’s gone. You make the smiles that she would have made. It’s the only thing you can do for me.” She exhaled. “That’s all I ask.”

And

“We’re meeting today,” said Miss Gill, “to apologize, and to understand, and to atone.” Her voice was hopeful rather than accusing. “We never know all the consequences of our acts. They reach into places we can’t see. And into the future, where no one can.”

EXTEND

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

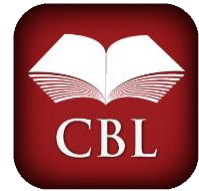
The quotes above come from people who have either affected or been affected by Brent’s journey. Pretend you are Brent and writing an autobiography. Choose one of the quotes above. Write a paragraph or two that explains the story behind the quote and your connection to it. How has it impacted your life or how does this quote show you impacting others. Describe the situation which led to this quote being said, try to include multiple viewpoints (yours and the person who said the quote), and Brent should remain as the narrator.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Review what Scorpius is from Day 13. This constellation reappears in this reading. Have your students predict as to why it may reappear. After reading, have them discuss the symbolism of the Scorpius disappearing.

2. Word Wall

baffled-119	raucously-120	metamorphosis-123	predominated-125	kinetic-125
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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.

Whirligig, pp. 118-125

Setting	Characters	Pages
the campground office	Brent and the camp manager	118-120
campsite 18	Brent	120
down at the beach	Brent and a local artist	121-123
dinner at camp and stargazing	Brent	123-124
three days at camp and around town working on the whirligig	Brent	124-125

RESPOND

5. Timeline

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

Students might mention:

- After settling into camp, Brent heads to the office to check in. There he meets the owner/manager - presumably Cliff - who is friendly and welcoming. He tells Brent that he built half his house and most of the office using found items from the dump.
- Back at camp, Brent realizes that he has lost the whirligig book. He finds inspiration from a blue jay, and sets out to collect his own set of found items to complete his fourth whirligig.
- While searching for items down at the beach, he comes across a gray-haired woman painting a crab shell in watercolor. They talk for an hour.
- Back at camp, Brent cooks dinner and then gazes at the stars. He locates Scorpius and realizes that due to his northerly journey, part of the constellation has disappeared over the horizon.
- Brent works for three and a half days on the whirligig. It is finished.

6. Map

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.
- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Think about the materials Brent collected. Just as Brent imagined, rather than copied this whirligig, you can too. Draw/Create/Construct/Engineer Brent's whirligig using your imagination and the details that are provided.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What materials did the camp manager use to build his house and office?
2. What types of materials did Brent locate at the beach and the dump? What was the artist wearing on her belt?
3. Does the author's use of these details help to provide a picture of Maine in your mind?
4. What other details helped form your vision of Casco Bay?
5. What do you think the whirligig looks like? Describe it to a partner.
6. In the pages to come, the artist will help Brent complete his heroic journey. What do you think he needs and how will she help?

9. Analyze Analyze the key paragraph.

Key Paragraphs – 120 and 125

"... But in his mind there materialized the notion of a whirligig all his own, its plan found in no book in the world, its ingredients his remaining scraps and whatever he could scavenge, as the campground owner had. Surely there would be wood on the beach. He emptied his pack so as to use it as a carrier and marched toward the water."

And

"... Maine summers, like dawn colors, were brief. Darkness and winter predominated. Lea's life had been similarly short. But his clacking, flashing, jingling memorial would give off sound and color all year, holding back the tide of death. It was a kinetic gravestone, painted in ever-blooming greens and yellows and reds. Lea would not be swallowed up."

EXTEND

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

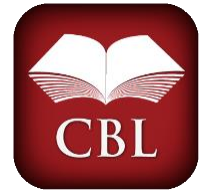
Pretend you are Brent, having no whirligig book to record his notes in, and having no set of directions to follow. Write your own description of the whirligig, using as much detail as possible. Or write your own set of step-by-step instructions for building the fourth whirligig in Lea's image. Be detail-oriented so that someone reading it later would be able to recreate your masterpiece. Anticipate their misunderstandings.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

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



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

The Road Back: tells us what our hero has learned. Has he or she really changed? In this journey, has the old self really been reborn as the new hero? This is where we really see it – is there a real **transformation** when everything depends on it? What is the **outcome**?

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

contraption-126	decrepit-127	trance-130	enmeshed-131	buoyant-132
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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.

Whirligig, pp. 125-133

Setting	Characters	Pages
the artist's home on the point	Brent and the artist	125-129
the town diner	Brent and other diners	129-130
the square dance	Brent and the other dancers	130-131
campsite 18	Brent	131-132
heading out of Maine	Brent	132-133

RESPOND

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

Students might mention:

- Brent walked the completed whirligig to the artist's house on the point above the cove. He asked if he could mount it there, and she agreed with a smile.
- The two sat on her porch and Brent told her the whole story of that tragic night. In doing so, he revealed that in killing Lea, he had been trying to kill himself. He had never told anyone that. It helped him to realize that the crash "wasn't only something he'd done to her."
- After saying their goodbyes, Brent ate at the diner, then followed music to the town hall. He joined the dancing going on and became part of human whirligig, connected to the other dancers, connected to the other whirligigs he had made, and connected everyone living on the planet.
- In the morning, Brent had breakfast and packed up to leave. While the guilt would never disappear, he felt lighter and was able to imagine a future for himself—something he was previously unable to do.
- Brent reflected on what he had learned, imagined what might be, and considered making a few more stops and a few more whirligigs before making the trip back to Chicago.

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

- Continue to add to the bookmark all the stages of the Heroic Journey. Leave space between each stage to fill in the corresponding information from the story as you go along.
- Maintain a list of enemies and allies.

- Maintain a list of musical references as they appear in the book. As the list of references increases, consider the significance of music as it relates to both your life and Brent's.

EXPLORE

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

One possible activity:

Draw/Create/Construct/Engineer/Write directions for/Describe your own whirligig in honor of someone who has touched your life in a positive way.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What reaction does the artist have when she first views the whirligig?
2. What does Brent tell her about his journey that he had not told anyone previously? Think about the words used previously to describe him—fugitive, outsider, outcast, and vagabond.
3. How does telling the truth change his identity and relationship to the world?
4. Think about Brent's journey in terms of the definition of courage revisited at the start and end of each day's lesson? At which points did he become less cowardly and more courageous?
5. How do you think Brent's adult life will turn out? What do you think he will do for a living? Will he continue to strive to be courageous and selfless?
6. What have you learned about living beyond your biggest mistake?

9. Analyze Analyze the key paragraph.

Key Paragraph – 131-132

"He built a fire and cooked himself some oatmeal, peering into the flames. The guilt hadn't magically vanished overnight. Four whirligigs wouldn't accomplish that. He knew it would reside in him like the ashes after a fire, unconsumed. But something had changed. He felt oddly buoyant. He discovered as well that a new view lay before his mind's eye. He saw himself returning to Chicago and to his parents. Delivering the photographs. Starting at a new school in the fall. These had been beyond the horizon until now. He began readying himself to meet them. He felt that he was up to it."

EXTEND

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

Pretend you are Brent. Write a letter to Ms. Gill or to Mrs. Zamora, telling her that you have completed the request. Recount for her the places you have been and the people you have met. Briefly explain the lessons that you learned along the way. Spend a little more time explaining your revelations and future vision that followed your unburdening to the artist in Maine. Tell her your plans for the future. And thank her for her guidance and the opportunity to “apologize, understand, and atone.” Think about your audience. Your tone and word choice may be different depending on to whom you address the letter.

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

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

Character Based Literacy Program Lesson Plan

Whirligig, Day 19-20



Outcomes for Today

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Final Product: Pretend you are Brent and that you have just completed the final draft of your memoir about your circular journey from Chicago to the four corners of the United States and back again. Write a business letter to the potential publisher of your memoir to accompany the manuscript. In it, introduce yourself and then explain the context of the tale you have written. How did you happen upon this journey? Who did you meet along the way? Discuss the most important thing you learned on your adventure, and suggest what you hope readers will get out of your memoir. Close as you see fit. Be sure to revise after your first draft, trade with a partner, and edit your final copy.

APPENDIX

Explain the **Heroic Journey** to students using examples from these well-known stories/films. For an extended, multi-day lesson, you can use clips from the films. A single page handout follows.

	The Wizard of Oz	Star Wars IV: A New Hope
The journey begins in the Ordinary World are bored, Feeling stuck, finding your life is Going nowhere, or at least not where you want it to go,	Dorothy is in Kansas On the farm and Toto is threatened – And no one will listen.	Luke Skywalker is Bored on this Planetary farm with his aunt and uncle.
But then, in this ordinary world, unexpectedly, you receive a Call to Adventure . Often from a herald, sometimes an invitation, sometimes a plea for help, often a disruption.	Toto is threatened, Dorothy begins to run and then- The TORNADO!	R2D2 brings an urgent message From Princess Leia.
But our hero/heroine, bored and stuck, is Reluctant to answer this call and even Refuses the Call . It is too different, too many obligations, not now...	Dorothy hides – she's not in Kansas anymore.	Luke has obligations at home and must stay; this changes when the farm is blown up.
This will change and the call will be answered and training will be required and for this a mentor will enter and provide the crucial training and expertise and wisdom, and some tool or symbolic object necessary for the journey.	The Good Witch Glinda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
You can't stay in school and enjoy the wisdom of the mentor forever; somewhere the journey must begin and you must enter the special world where this heroic journey will take place, and so you Cross the Threshold and begin the journey.	Dorothy sets out on the Yellow Brick Road.	Luke leaves home with his light saber.
The journey is never really alone – you need companions on the way. Now the test comes and you find who will be with you, who will not. Who will be your friends and who will be in your way. This is the time of Tests, Allies, and Enemies .	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man.	The cantina scene: Luke meets Han Solo.

As you set off with your companions you now approach that which is your deepest fear and longing and desire and dread, and Approach the Inmost Cave . You must approach – get ever closer - to what causes you the most anxiety and pain.	She meets and has to approach the Wizard of Oz.	The Death Star pulls them in.
And as you approach you reach the central crisis – you find yourself in the horrible mess you most feared – the Ordeal has come and you must summon everything heroic in yourself to get through it – the moment has come.	approaching and experiencing the Wicked Witch's castle	the trash master scene
You have survived and won; you claim your victory and leave with your Reward, which you can celebrate.	Dorothy has the witch's broom to give to the Wizard.	They survive and launch an attack
But the story isn't over yet because you have to either stay in this special world or return to the ordinary world – which heroes almost always do – and the real proving is on The Road Back .	Deceived by the Wizard, she learns he is a fake and she will still have to solve her own problems.	Darth Vader pursues Luke.
<i>What has our hero/heroine learned? Has he or she really changed? In this journey the old self really dies and is reborn as the new hero (heroine). This is where we really see it – is there a real transformation when everything depends on it?</i>	Glinda enters and tells Dorothy that she has always had the power.	Han Solo assists, Luke, even though he is a mercenary whose previous pattern has always been cut and run; Luke trusts the force, even though he has never trusted anything except himself before - makes his shot and destroys the Death Star.
The heroic journey ends with what you learned out of all of this. Did you get the outcome Return with what you take out of this experience?	Clicks the ruby slippers and goes home	Award ceremony – connection to Jedi Knight
Outcome: In simplest terms, what was it that you learned?	There's no place like home.	Trust in force.

The Heroic Journey

	The Wizard of Oz	Star Wars IV: A New Hope
Ordinary World	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen.	Luke Skywalker is bored on this planetary farm with his aunt and uncle.
Call to Adventure	Toto is threatened; Dorothy begins to run and then -the TORNADO!	R2D2 brings an urgent message from Princess Leia.
Reluctant Refuse the Call	Dorothy hides – she’s not in Kansas anymore.	Luke has obligations at home and must stay; this changes when the farm is blown up.
Mentor	The Good Witch Glinda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
Cross the Threshold	Dorothy sets out on the Yellow Brick Road.	Luke leaves home with his light saber.
Tests, Allies, Enemies	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man.	The cantina scene: Luke meets Han Solo
Approach the Inmost Cave	She meets and has to approach the Wizard of Oz.	The Death Star pulls them in.
Ordeal	Approaching and experiencing the Wicked Witch’s castle	The trash master scene
Reward	Dorothy has the witch’s broom to give to the wizard.	They do survive and launch an attack.
The Road Back	Deceived by the Wizard she learns he is a fake and she will still have to solve her own problems.	Darth Vader pursues Luke.
Transformation	Glinda enters and tells Dorothy that she has always had the power.	Han Solo assists; Luke trusts the force, makes his shot and destroys the Death Star.
Return with what you take out of this experience	Dorothy clicks the ruby slippers and goes home.	Award Ceremony – connection to Jedi Knight
Outcome	There’s no place like home.	Trust in force.