Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Introduction

Preview

The Hobbit by J.R.R. Tolkien is a fascinating story of a hobbit that just wanted to be left alone. However, he was visited by Gandalf, a wizard, and swept into a quest facing evil orcs, savage wolves, giant spiders, and unknown dangers.

This novel not only supports ELA but also has strong ties to the Social Science Standards and many social and global issues. Prior to reading the book with your class I recommend reading it yourself. Websites are listed in the lessons that will support your reading. Here are additional support materials you may want to gather prior to reading with your class. The final writing product asks students to analyze the historical significance of the novel.

Map

The front of the book has a great map of “Thrors Map” and “Wilderland” Copy it to a transparency and have students blow it up to poster size. It is a great way to track your timeline.

Class Project

As a class define what a “Hero” is. Ask students to think of “Everyday Heroes” that they may encounter. Invite “Everyday Heroes” to visit your class to speak. Some examples are:

- Local Hospital Volunteers
- Military
- Fire/Police Men and Women
- Student Volunteers
- Someone who has overcome adversity

Heroic Journey Poster

Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo goes through the journey add descriptions as a class.

Final Writing Product

There are two choices for the final writing product for The Hobbit. One is a business letter and the other a literary critique. All support material can be found at the end of the lesson plan.

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The Heroic Journey

Overview

Ordinary World	The journey begins in the Ordinary World where you are bored, feeling stuck, or finding your life is going nowhere, or at least not where you want it to go.
Call to Adventure	But then, unexpectedly, you receive a Call to Adventure. Often from a herald, sometimes an invitation, a plea for help is usually a disruption.
Reluctant, Refuse the Call	But our hero, bored and stuck is Reluctant to answer this call and even Refuses the Call. It's too different, too many obligations, not now…
Mentor	This will change and the call will be answered, training will be required and for this a Mentor will enter to provide the expertise and wisdom with some tool or symbolic object necessary for the journey.
Cross the Threshold	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, you Cross the Threshold and begin the journey.
Test, Allies, & Enemies	The journey is never alone, you need companions. Now the test comes, you find who will be with you and who will not. Who will be your friend, who will be enemies? This is the time of Test, Allies, & Enemies.
Approach the Innermost Cave	As you set off with companions, you now approach your deepest fear, longing, desire or dread. You must Approach the Innermost Cave; get even closer to what causes you the most anxiety & pain.
Ordeal	You find yourself in the horrible mess you feared most. The Ordeal has come and you must summon everything heroic in yourself to get through it. The moment has come…
Reward	You have survived and won, you celebrate victory and leave with your Reward, which you can celebrate.
The Road Back	The story isn't over yet; you have to either stay in this special world or go return to the ordinary world, which heroes always do. The real proving is on The Road Back.
Transformation	What has our hero learned? Has he really changed? In this journey, their old self really dies and is reborn as the new hero and this is where we really see it. A real Transformation when everything depends on it.
Return w/ the Gain of Experience	The heroic journey ends with what you learned out of this experience. Did you get the outcome? Return with what you take from the experience.
Outcome	In the simplest terms: What was it that you learned?

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The Heroic Journey—The Hobbit

Blow this chart up on the wall and fill in the cells as Bilbo goes through each step of the journey.

Ordinary World	
Call to Adventure	
Reluctant, Refuse the Call	
Mentor	
Cross the Threshold	
Test, Allies, & Enemies	
Approach the Innermost Cave	
Ordeal	
Reward	
The Road Back	
Transformation	
Return w/ the Gain of Experience	
Outcome	

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The Heroic Journey

The Wizard of Oz vs. Star Wars

This chart can be used for other films or heroic situations (Social Studies) or use it with other films Shrek, The Sandlot Kids, Raiders of the Lost Ark, or Spider Man are good examples. A blank Heroic Journey Chart has been attached.

The Ordinary World	The Wizard of Oz	Star Wars
Call to Adventure	Dorothy is in Kansas on the farm and Toto is threatened, but 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, then the tornado	R2D2 brings an urgent message from Princess Lea
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 Glenda 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
Test, Allies, Enemies	Dorothy gathers her companions. . .the Scarecrow, the Lion, and the Tin Man	The cantina scene: Luke meets Hans Solo
Approach the Innermost Cave	Dorothy meets and has to approach the Wizard of Oz	The Death Star pulls them in
Ordeal	Approaching and experiencing the Wicked Witches Castle	The trash master scene
Reward	Dorothy has the witch's broom to give the Wizard	They survive and launch an attack
The Road Back	Deceived by the Wizard Dorothy learns he is a fake and she will still have to solve her own problems	Darth Vadar pursues Luke
Transformation	Glenda enters and tells Dorothy that she has always had the power	Hans Solo comes back to help, Luke trusts the Force, makes the shot and destroys the Death Star
Return w/ the Gain of Experience	Click the Ruby Slippers and goes home	Award Ceremony. . .connection to the Jedi Knight
Outcome	There's No Place Like Home	Trust the Force

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The Heroic Journey

Ordinary World Bored and stuck	
Call to Adventure Plea for Help	
Reluctant, Refuse the Call Don't want to go	
Mentor Who helps w/ Experience	
Cross the Threshold Begin the Journey	
Test, Allies, & Enemies Who helps, who is against, what are your challenges.	
Approach the Innermost Cave What is the biggest fear	
Ordeal The horrible mess	
Reward You win/Celebrate	
The Road Back Stay in the special world or go back	
Transformation What was learned	
Return w/ the Gain of Experience	
Outcome What was learned	

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 1

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 a hero?
A hero can be defined in many ways. In mythology and legend, a hero is a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods. In regular life, a hero is a person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life: *soldiers and nurses were heroes in an unpopular war.* A person noted for special achievement in a particular field: *the heroes of medicine.* Heroes in movies or novels typically conquer some adversity and are able to rescue others and survive different trials.

In the novel *The Hobbit,* we will be studying the Heroic Journey and determining what traits make a hero.

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

respectable (2)	luxurious (3)	curious (3)	tremendous (7)	sculling (8)

READ

Review Review the timeline from the beginning every day.

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As today is Day 1 of *The Hobbit,* look at the front cover and read the back cover of the book. Make some predictions. Where and when does the story take place? What themes might this book focus on, based on the front cover?

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

Read p. 1-15

Setting	Characters	Pages
Inside the Hobbit Hole, under the hill	Bilbo Baggins	1-3
Outside the Hobbit Hole	Bilbo Baggins, Gandalf	3-6
In the Pantry, inside the Hobbit Hole	Bilbo Baggins	6-7
At the front door, inside the Hobbit Hole	Bilbo, The Dwarves (Dwalin, Balin, Kili, Fili, Dori, Nori, Ori, Oin, Gloin, Bifur, Bonfur, Bombur, and Thorin), The wizard Gandalf	7-15

RESPOND

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

Students might mention:

- We meet the main character, Bilbo Baggins, a well-to-do, respectable, yet unadventurous Hobbit.
- The Hobbit home is described as well as his way of life.
- After breakfast one morning, Bilbo meets Gandalf, a great wizard.
- Bilbo realizes that he knows Gandalf and that his family is connected to him from the past.
- Gandalf suggests that he has come to find a willing person to go adventuring and suggests that Bilbo would be perfect.
- Bilbo, feeling unadventurous, declines the adventure but not before inviting Gandalf to tea the following day.
- The next day, 13 dwarves appear at the door for tea, followed by Gandalf. They eat and drink and sing a song about adventures, gold, and elves.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland." Copy it to a transparency and have students help blow it up to poster size. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
As a class, define what a "Hero" is. Ask students to think of "Everyday Heroes" that they may encounter. Invite "Everyday Heroes" to visit your class to speak. Or students can interview their "Everyday Heroes" and report back to the class.

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Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey add descriptions as a class.

EXPLORE

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

Key Questions

1. Where does Bilbo live? In what type of home?
2. What are the differences between the Tookses and Bagginses?
3. Based on the differences between the Tookses and Bagginses, which category do you fall under? Explain.
4. Why does Bilbo invite Gandalf for tea?
5. What character trait does Bilbo display most?
6. What would you do if 13 strangers showed up to your house and wanted tea?
7. The unit is called "Courage Requires Fortitude". Do you think Bilbo is courageous? Why or why not?
8. What does Gandalf want from Bilbo?
9. What do you think Bilbo has to offer Gandalf?
10. How does the music in the story play a role in swaying Bilbo's opinion of adventures?
11. Identify and describe the ordinary world.

Analyze Analyze the key paragraph.

Key Passage, p. 2-3

"The mother of our particular Hobbit- what is a hobbit? I suppose hobbits need some description nowadays, since they have become rare and shy of the big people, as they call us. They are (or were) a little people, about half our height and smaller than the bearded Dwarves. Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort, which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants, which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colors (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long, clever brown fingers, good natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day if they can get it)" (p. 2-3).

EXTEND

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

The author spends a lot of time describing the Hobbit physically, emotionally, and mentally. There are very distinct differences between the Took Clan and the Baggins Clan.

Using a computer, write at least 2 descriptive paragraphs about hobbitses. In the first paragraph, introduce your audience to the main character Bilbo

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Baggins by using descriptive language to present his physical appearance and personality traits. In a second paragraph, explain the differences between the Took clan and the Baggins Clan. Make sure each paragraph has plenty of sensory language and telling details. Provide an appropriate introduction and conclusion to each paragraph. When you are finished with your assignment, upload it to the online forum of your choice (Google Docs, Blog, etc.)

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 2

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 are the Ordinary World and the Call to Adventure in the Heroic Journey?
In 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 ordinary, yet we are given signs that this person does have some special power, or gift, or ability.

The Call to Adventure: The journey continues at the next stage when our hero is called by events, 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. 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 issue a challenge to the future hero or is a signal that a significant change is about to occur. In the case of Bilbo Baggins, the herald will also be a **mentor**.

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

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cunning (15)	caverns (16)	conspirator (16)	creep (20)	prudent (22)

READ

Review Review the timeline from the beginning every day.

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

Read p. 15-27

Setting	Characters	Pages
In the Hobbit Hole; around the hearth	Bilbo, the Dwarves, Gandalf	15-26
In Bed	Bilbo	26-27

RESPOND

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

Students might mention:

- The song sung by the Dwarves seemed to awaken the Took side of Bilbo.
- He finds himself briefly courageous and ready to volunteer for adventure.
- He came back to his senses only to fall over and faint.
- As he recovers, he hears the dwarves question whether he is the right person for the adventure or not. Gandalf maintains that he is.
- Bilbo asks for a history of the Lonely Mountain and Thorin provides the story.
- Bilbo wants to know what he will get out of the adventure.
- Gandalf was asked by Thorin's father to keep a map to help them on the adventure. He gives it to Thorin.
- Bilbo puts everyone to bed, and agrees to awaken at dawn and begin the adventure.
- As he goes to sleep he begins to become unsure of the adventure and thinks about opting out.
- He awakens late in the morning. The dwarves are all gone.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

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EXPLORE

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

Key Questions

1. What are characteristics of a hero?
2. Even though Bilbo's world is out of the ordinary for us, what does the author do to make you feel like the world is ordinary for hobbits?
3. Why do you think Gandalf chooses Bilbo Baggins to be the 14th person on the adventure?
4. How did the Dwarves find themselves at Bilbo's Hobbit hole?
5. What will this adventure entail?
6. Do you think Bilbo will accept the call? Why?
7. Identify and define the "call to duty".
8. The dragon has many riches but doesn't enjoy them, why do you think he collects them if he doesn't like them?
9. Do you know people who are "rich" but don't enjoy their riches? Explain.

Analyze Analyze the key paragraph.

Key Passage, p. 23

"Undoubtedly that was what brought the dragon. Dragons steal gold and jewels, you know, from men and elves and dwarves, wherever they can find them; and they guard their plunder as long as they live (which is practically forever, unless they are killed), and never enjoy a brass ring of it. Indeed they hardly know a good bit of work from bad, though they usually have a good notion of the current market value; and they can't make a thing for themselves, not even mend a little loose scale of their armor…" (p. 23).

EXTEND

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

Bilbo finds out exactly what this adventure entails. He also learns about dragons and how they do not value the riches they steal.

Using a computer, write 2 paragraphs: in one, describe the mission and explain why Thorin wishes to lead it; in another, use sensory language and telling details to demonstrate why this will be a harrowing and difficult journey. Provide a description of dragons in your second paragraph and use language and techniques that create a sense of danger. Be sure to provide appropriate introductions and conclusions to your paragraphs. When you have completed the assignment, upload your work to an online forum of your choice (Google docs, blog, etc.).

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 3

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 a troll?
In Scandinavian mythology, trolls are a special class of monsters who show up in many forms, with notable traits. They are huge, extremely ugly, and strong; they like human flesh and are very dumb. They seek treasures of all kind – gold, jewelry, and children. They live in cold places and underground. Because they live underground, under bridges and in sewers, they usually smell very bad. They tend to have odd facial, feet, and hand features including bushy hair, tails and odd numbers of fingers and toes. They keep to the dark because light often turns them to stone. Many myths talk about prominent rocks as former trolls. Attacks of trolls include horrible stories of being eaten with only the skeleton left behind. Trolls are often used in mythology to represent the worst things that creatures can do.

What is a mentor?
At this point in the story, a **Mentor** enters. Sometimes the mentor is one person, sometimes several, sometimes even whole institutions or organizations. The mentor is

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responsible for teaching, guiding, and training, as well as protecting and forming the young hero until the hero is ready for the test ahead.

What does it mean to "Cross the Threshold"?
To "cross the threshold" is to enter into the special world in which the heroic journey will take place. The journey begins once the hero has crossed the threshold.

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

burglar (29)	decent (31)	mischief (32)	willows (32)	mutton (34)

READ

Review Review the timeline from the beginning every day.

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

Read p. 28-44

Setting	Characters	Pages
The dining room inside the Hobbit hole	Bilbo, Gandalf	28-30
The Inn	Bilbo, Dwalin and the other Dwarves	30
Throughout the Hobbit lands on horseback	Bilbo, the Dwarves, and Gandalf	31
The Lone Lands	Bilbo, the Dwarves, the Trolls (Bill, Bert, and Tom), and Gandalf	31-42
The Cave	Bilbo, the Dwarves, Gandalf	42-44

RESPOND

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

Students might mention:

- Bilbo wakes late and even though his kitchen is filthy, he is relieved to find all of the dwarves have left him behind.
- Gandalf returns and points to a note on the mantel, instructing Bilbo to meet the Dwarves at the Inn at 11:00 AM.
- Reluctantly, Bilbo joins the others at the Inn (he accepts the call).
- They head out through Hobbit Lands.
- Bilbo left in a hurry and has no supplies. Dwalin loans Bilbo a spare cloak and hood.
- Gandalf joins them and tells them what he saw ahead of the party.
- They get to the Lone Lands; Bilbo and the Dwarves encounter Trolls.
- The Trolls try to eat them.
- Gandalf uses magic to keep the Trolls arguing through the night.
- When the sun comes up they turn to stone.
- Bilbo releases the Dwarves and they are able to escape.
- They encounter a cave and Bilbo has the key.

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- They enter the cave and are able to restock their supplies.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland" Copy it to a transparency and have a student blow it up to poster size. It is a great way to track the characters as they travel and you can use it for your timeline.

Everyday Heroes
Continue brainstorming "Everyday Heroes" and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. Do you think Bilbo will survive this adventure? At this point in the story, do you think he has heroic traits?
2. Who do you think among them will not make it?
3. Why does Tolkien have the trolls speak Cockney? Does this effect work?
4. What does Gandalf do to save the troupe from the trolls?
5. Do you think that Bilbo was courageous in trying to steal William's purse?
6. What do you think he was trying to prove?
7. What skills does Bilbo have to offer on this adventure? What hidden skills or traits do you think he possesses?
8. What kind of support does Bilbo have to call on? Who is his mentor?

Analyze Analyze the key paragraph.

Key Passage, p. 29

"Thorin and Company to Burglar Bilbo greeting!

For your hospitality our sincerest thanks, and for your offer of professional assistance our grateful acceptance. Terms: cash on delivery, up to and not exceeding one fourteenth of total profits (if any); all traveling expenses guaranteed in any event; funeral expenses to be defrayed by us or our representatives, if occasion arises and the matter is not otherwise arranged for.

Thinking it unnecessary to disturb your esteemed repose, we have proceeded in advance to make requisite preparations, and shall await your respected person at the Green Dragon Inn, Bywater, at 11 a. m. sharp.

Trusting that you will be *punctual.*

We have the honour to remain yours deeply,

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Thorin & Co." (p. 29).

EXTEND

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

The Dwarves left Bilbo early in the morning. He woke to find they were gone, his kitchen a mess, and a letter on his mantel.

What kind of impression does the formal tone of this letter give to the reader? Rewrite this letter using a more informal tone, or one that you would expect a rowdy dwarf to use. Feel free to use colloquial language, narrative, or other techniques to create an uncivilized and impolite tone. When you have completed your assignment, upload it to the online forum of your choice (Google Docs, blog, etc.).

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 4

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 are Runes?
Runes are any of the characters in several alphabets used by ancient Germanic peoples from the 3rd to the 13th century. A similar character in another alphabet, sometimes believed to have magic powers. Runes can also be described as a poem or incantation of mysterious significance, especially a magic charm.

Among early peoples, writing was a serious thing, full of magical power. In its only reference to writing, the *Iliad* calls it "baneful signs." The Germanic peoples used a runic alphabet as their form of writing, using it to identify combs or helmets, make calendars, encode secret messages, and mark funeral monuments. Runes were also employed in casting spells, as to gain a kiss from a sweetheart or to make an enemy's gut burst. In casting a spell the writing of the runes was accompanied by a mumbled or chanted prayer or curse, also called a *rune,* to make the magic work.
In today's reading, the adventure party comes to the last house before assenting into the mountains. Bilbo meets Elrond, an elf who is able to translate the writing on their swords and tell them tales of their travels. He knows much about runes.

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

solemn (45)	dwelling (46)	gullies (47)	drowsy (47)	shrill (55)

READ

Review Review the timeline from the beginning every day.

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

Read p. 45-61

Setting	Characters	Pages
Lone-Lands	Gandalf, the Dwarves, Bilbo	45-48
Elvin Lands	Gandalf, the Dwarves, Bilbo, the elves	48-51
Elrond's house	Gandalf, The Dwarves, Bilbo, and Elrond	51-54
Into the Misty Mountains	Bilbo, The Dwarves, and Gandalf	54-58
The Cave	Bilbo, the Dwarves, Gandalf, the Goblins	58-61

RESPOND

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

Students might mention:

- The group travels until they see the Misty Mountains ahead.
- Bilbo does not realize how tired he was until he discovered that they were nowhere close to their destination.
- They need food, shelter, and a safe place to rest. They are going to stay in the Elven Territory.
- They are met in Rivendell by singing and then Elrond.
- Bilbo is excited to meet the elves. He loves them but doesn't get to meet them very often.
- The elves do not get along well with dwarves.
- The troupe remains with Elrond for 14 days. He supplies them with food and information, including a translation of the runes on the map.
- After two weeks they take leave Elrond and travel through a storm in the Misty Mountains. At night they shelter in a cave and are captured by goblins.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

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Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. What role does Elrond play for the troupe? Why is he important for them?
2. Was their stay with Elrond good or bad? How do you know?
3. Dwarves and elves typically do not get along. However, in today's reading the elves help support the dwarves. Why is it important to treat others with respect even if you do not like them? Do you have to like someone to respect them? (Remember, Courage requires that we moderate our impulses and emotions) Why or why not?
4. What are the names of the swords taken from the trolls? How do you think the trolls got them? What do you think will happen since they are now in possession of the swords?
5. What has happened to Gandalf? Would you be uneasy if your (leader/mentor) kept disappearing?
6. How do you think they will escape from the goblins?
7. What would you do if you were in their situation?
8. "*Even the good plans o wise wizards like Gandalf and of good friends like Elrond go astray sometimes when you are off on dangerous adventures over the Edge of the Wild, and Gandalf was a wise enough wizard to know it." Pg. 56* Why do you think the author describes Gandalf as a wise wizard? Why is it important to have a plan B?

Analyze Analyze the key paragraph.

Key Passage, p. 56

"Even the good plans of wise wizards like Gandalf and of good friends like Elrond go astray sometimes when you are off on dangerous adventures over the Edge of the Wild, and Gandalf was a wise enough wizard to know it" (p. 56).

EXTEND

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

Pretend you are Bilbo, and have decided to keep a journal while you are on your adventure. In today's journey entry, **write one paragraph describing what 'over the Edge of the Wild' means to you. Are you prepared to face the things that await you there? In a second paragraph, describe your feelings towards Gandalf. What skills doe she have and how can you learn from them? Use language and techniques that contribute to a sense of awe and admiration. Make sure to include a heading, an inside address, the salutation, a body, a concluding statement that supports your entry, and your signature. Your narrative should be**

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in the first-person. When you have completed your assignment, upload it to the online forum of your choice (Google Docs, Blog, etc.).

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 5

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 are Tests, Allies, and Enemies?
Tests are used to determine knowledge, intelligence, or ability. In the heroic journey the hero will have to pass some sort of test in order to complete their journey and return home.

Allies are friends. During the journey the hero is never really alone- you need companions along the way. As you are tested you will learn who will be your allies and who will be your enemies.

Enemies are people who work and fight against you. It is typically an evil force working against good in literature or film.

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

tremendous (62)	ingenious (62)	prosperous (62)	groped (68)	subterranean (70)

READ

Review Review the timeline from the beginning every day.

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

Read p. 61-76

Setting	Characters	Pages
Through the crack in the cave wall	Bilbo, Thorin and the other Dwarves, The Great Goblin, and the other Goblins	61-64
Further into the Cave	Bilbo, the Dwarves, Gandalf, the Great Goblin, and other Goblins, Orcs and Glamdring.	64-67
Alone, in the dark Tunnel	Bilbo	68-70
The lake at the end of the tunnel	Bilbo and Gollum	70-76

RESPOND

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

Students might mention:

- Beyond the crack in the cave, the troupe is interrogated by the Great Goblin.
- He finds that they posses Orcrist and Glamdring and decides they are murderers.
- They had gotten the weapons on their journey.
- Gandalf's use of magic is able to save the troupe. The Great Goblin is killed along with many others. The troupe escapes further down the tunnel.
- Bilbo is regretful that he came on the journey. Bombur is regretful they let him come with them.
- Dori is carrying Bilbo at the back of the group. No one notices when they are grabbed.
- Bilbo wakes up in the dark, feels around and finds a ring, which he puts in his pocket.
- He feels his way to the end of the tunnel. There he meets Gollum who agrees not to eat Bilbo if he can outmaneuver him in a game of riddles.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

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EXPLORE

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

Key Questions

1. What are the two swords called? Why do the Gobblins hate these swords so much?
2. On page 62, the author describes the goblins, their lifestyle, and their society. What could the author be referring to as he relates to the goblins?
3. Thorin tries to be honest with the Great Goblin. Do you think there is anything that he can do or say to help them out of their predicament?
4. They continue to travel on their journey they keep getting into trouble. What do you think they could do to by-pass some of their troubles? What would you do in their position to prepare and stay safe?
5. What is the one constant thing that they keep losing? Why is this item so important? What would you do to safeguard your troupe from this loss? (refer to page 65)
6. On page 68, the author describes Bilbo and the things he misses from home. If you were on a journey what would you miss the most? Make a list of 5 things you would list and why you would miss them.
7. Bilbo is caught in a tunnel and doesn't know which way to go—yet he knows he must survive. What skills do you think he has to survive? What skills do you posses that help you survive?
8. Heroes in a heroic journey sometimes have powers to help them in their journey. Harry Potter had magic. Sometimes these powers are internal and other times they are external forces. What "super-power" do you think that Bilbo has? What "super-power" do you have? (ability to reason, run fast, etc). If you could have any made-up "super-power" what would you want? Why?
9. On page 71, the author describes the adaptation of the fish in the lake. Why do you think the author spent so much time talking about adaptation? Why is it important for humans to be able to adapt? Is adaptation a heroic quality? A courageous one?
10. Explain one of Gollum's or Bilbo's riddles.
11. What does Gollum look like? Describe this creature using sensory language or techniques that produce a sense of uneasiness about his appearance.
12. What are the differences in Gollum's speech patterns? Does it help you to visualize him? Why?

Analyze Analyze the key paragraph

Key Passage, p. 73

"'An eye in a blue face
Saw an eye in a green face.
'That eye is like to this eye'
said the first eye,
'But in low place,
Not in high place'" (p. 73).

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EXTEND

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

Bilbo and Gollum are in a riddle war. Bilbo is relying on his mind to save him from a certain death.

First, rewrite and explain the above riddle line for line. In addition, create your own riddle, using a variety of literary techniques. Implement various narrative approaches to create a complex riddle. Remember, your goal is to stump your reader.

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 6

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 does it mean to approach the innermost 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 the 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.

What is honor?

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Honor is a reputation of good name. It is showing merited respect or recognition. Keeping one's word.

In today's reading, Bilbo forces Gollum to keep his word. Bilbo won the riddle contest and Gollum was to show him out of the cave. After much convincing Bilbo makes Gollum keep his promise.

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

haste (77)	scattered (78)	sputtered (79)	sacred (80)	menacing (87)

READ

Review Review the timeline from the beginning every day.

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

Read p. 76-90

Setting	Characters	Pages
The edge of the lake	Bilbo and Gollum	76-80
On his island	Gollum	80-83
Back up the tunnel	Bilbo and Gollum	83-86
The Exit	Bilbo, Gollum, the trolls	86-90

RESPOND

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

Students might mention:

- Gollum and Bilbo continue the riddle contest.
- Bilbo is able to solve some of the riddles based on pure luck and fear.
- Bilbo asks the final riddle, "What do I have in my pockets?"
- Gollum thinks of all of the things he keeps in his pockets but cannot think of what Bilbo would have in his pocket.
- Bilbo has the magic ring but doesn't know what it does.
- Bilbo wins the riddle game and tells Gollum he has to take him to the exit.
- Gollum returns to the island and realizes he lost his ring. While looking for it Bilbo learns of its power.
- Gollum chases Bilbo up the tunnel. Bilbo puts the ring on and become invisible.
- Gollum starts looking for Bilbo and Bilbo follows him to the exit.
- The exit is guarded by many Goblins; Bilbo uses the rings power to escape right past them.

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

Map

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The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. What is the riddle that saves Bilbo? Is this a fair way for him to win the game?
2. Why doesn't Gollum attack Bilbo?
3. How does Bilbo get out?
4. The pressure of the game was getting to Bilbo. How does pressure affect you? How do you deal with situations that are full of pressure? How can courage, or risk for a reason, help you deal with stressful situations?
5. What power does Bilbo now possess? How does he learn of the power?
6. Bilbo won the game but Gollum was not planning on keeping his word. Why is it important to always keep your word? Are there any times that it is OK to break your word? When?
7. On page 85, Bilbo puts the ring on and he becomes invisible. "*His mind was full of hope and wonder."* What is hope and how does it help you? What do you think Bilbo is wondering in this situation?
8. When Bilbo gets to the end of the tunnel what is he afraid of?
9. At the end of the tunnel Bilbo must decide how to escape from Gollum once he blocks the tunnel. He wants to kill him but realizes that it is not a fair fight. What does this say about Bilbo's character? What does he decide to do to save himself instead? Does his choice reflect courage?
10. Once Bilbo escaped from the tunnel he has to stay out of the sun. Why?

Analyze Analyze the key paragraph.

Key Passage, p. 85

"On they went, Gollum flip-flapping ahead, hissing and cursing; Bilbo behind going as softly as a hobbit can. Soon they came to places where, as Bilbo had noticed on the way down, side-passages opened, this way and that. Gollum began at once to count them" (p. 85).

EXTEND

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

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Bilbo is using the invisibility ring to help him escape. He uses it to follow Gollum out of the tunnel. Pretend you are Bilbo.

Using a word processor, write a letter to yourself in your journal. In it, write the directions for getting from the "front porch" to the lake and then back up to the secret entrance. Be as logical as you can be and use as many details as you can to convey the directions. Use reflection and inner dialogue to create a sense of excitement and adventure. When you have completed your assignment, upload it to the inline forum of your choice (blog, Google Doc).

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 7

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 does the idiom, "Out of the frying pan and into the fire", mean?
To go ***out of the frying pan and into the fire*** is to get **out of** one difficult situation only to end up in another. Example: "I worked too hard on that last project. But on this new project I am working even harder!" Reply: "**Out of the frying pan and into the fire**."

"**The frying pan**" is a very hot place to be because it is over "**the fire**". In a difficult situation, the first thing we want to do is get **out** of that situation. Example: "They think they work hard now. Wait and see how much harder they have to work after they graduate." Reply: "**Out of the frying pan and into the fire**."

Where do you go to find help?
It is important to know what your resources are. In every situation there are people and places that you can use to help support you. Often we are embarrassed or feel threatened if we ask for help. However, if we understand that others are there to support us and help us…then we can learn from our situation to help others.

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In every community there are resources to help us in almost every situation. The counseling center at your school, local library, police and fire departments, teachers, coaches, parents, hospitals, and support groups can either help us in our present situation or help us find the resources we need.

In today's reading, Bilbo is reunited with the dwarves only to find them in another life-threatening situation. Gandalf uses his network of friends and asks for help from a special group of creatures. The group is taken to safety, fed, and given shelter for the night.

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

Reputation (93)	alarming (94)	acquainted (96)	trudge (97)	shaggy (103)

READ

Review Review the timeline from the beginning every day.

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

Read p. 91-107

Setting	Characters	Pages
Down the mountain, through the woods	Bilbo, Goblins	91-92
On the path, between two boulders	Bilbo, Balin, Gandalf and the others	92-96
Further down the mountain	Bilbo, Gandalf, and the	96-98
An opening where no trees grew	Bilbo, Gandalf, the Dwarves, a pack of wolves	98-99
Up the trees	Bilbo, Gandalf, the Dwarves, a pack of wolves, the goblins	99-107

RESPOND

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

Students might mention:

- Bilbo escapes the Goblins and moves, invisible and tired, down the mountain path.
- He comes upon his fellow travelers. He sneaks past them.
- He tells them of his travels but does not tell them about the ring.
- After a brief celebration of being together again, they continue on, tired, and hungry.
- The troupe knows that as the sun goes down the goblins will continue to hunt them.
- At a clearing, they are surrounded by wolves;
- To get away, they climb the trees.
- Gandalf lights pinecones on fire and drops them on the wolves. But then the goblins arrive and use fire to try and burn them out of the trees.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. How did the troupe end up in the trees?
2. Why aren't the wolves attacking the Goblins? What were the two going to do together? Why?
3. How do you think the troupe of adventurers will get out of this situation? What do you think they should do? How can they use courage to help them escape?
4. Why do the Goblins call the troupe birds with no wings?
5. If you are in a bad situation, who can you go to for help? How do you know?
6. The title of this chapter is, "Out of the frying pan and into the fire". This is a literary device called an idiom. What is an idiom?
7. Bilbo arrived at the camp unseen. The dwarves were impressed and started to see his potential. Why kind of potential do you have that others may not see?
8. *"In a flash which killed the goblins that were grabbing him he had nipped inside the crack, just as it snapped to. He followed after the drivers and prisoners right to the edge of the great hall, and there he sat down and worked up the best magic he could in the shadows." Pg. 95* Gandalf chose to sneak to the shadows and think before he acted. Why was this a wise decision for him? Do you think his actions helped save the troupe?
9. What do the eagles represent?
10. Why is it important to ask for help? How do you ask for help? Does asking for help take courage sometimes? Why or why not?

Analyze Analyze the key paragraph.

Key Passage, p. 105

"'Fifteen birds in five firtrees,

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their feathers were fanned in a fiery breeze!
but, funny little birds, they had no wings!
O what shall we do with the funny little things?
Roast 'em alive, or stew them in a pot;
fry them, boil them and eat them hot?'" (p. 105).

EXTEND

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

Gandalf and his troupe are stuck in trees that are surrounded by wolves and being lit on fire by goblins.

Pretend you are Gandalf, up a tree with the fire burning at the base. Compose a magic letter "To Whom It May Concern" and ask for help. Explain your situation. Using a variety of techniques (pacing, description, reflection) describe why you are worthy of saving and why the goblins should be thwarted. Explain why your troupe is in need of assistance and create a sense of urgency.

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 8

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 do you have to do to be a good host and a good guest?
A good host and guests each have specific but equally important roles at a gathering. A good host will:

- Set the mood and atmosphere
- Dress appropriately
- Welcome your guests and make introductions
- Make sure everyone is served
- Make introductions. Introduce people who may not know each other and tell something about them when you make your introduction. This will help them mingle and find common interests
- Have fun and be gracious

A good guest will follow the following rules to ensure they get a return invitation:

- R.S.V.P as soon as possible
- Ask your hostess what you can contribute, if anything
- Will offer to help dress up the table
- Assist with the Setup
- Be on time
- Help clear the table

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- Offer to help with kitchen cleanup
- Chat with other guests
- Will not be controversial

In today's reading, the troupe becomes acquainted with the eagles who help save them. The eagles are fantastic hosts and although Bilbo is tired and frustrated with his travels he is a gracious guest.

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

splendor (105)	smote (105)	tumult (106)	collars (113)	plodded (117)

READ

Review Review the timeline from the beginning every day.

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

Read p. 107-124

Setting	Characters	Pages
Through the sky	The eagles, the Dwarves, Bilbo, Gandalf	107-108
The Great Shelf	The eagles, the Dwarves, Bilbo, and Gandalf	108-111
The Great Rock Outpost	The Dwarves, Bilbo, Gandalf	111-114
The Carrok	The Dwarves, Bilbo, Gandalf	114-116
The Edge of the Bee Pastures	The Dwarves, Bilbo, Gandalf, and the horses	116-117
Beorn's House	Beorn, the Dwarves, Bilbo, Gandalf	117-124

RESPOND

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

Students might mention:

- The eagles come to the rescue of the troupe caught in the trees.
- They fly everyone to safety and feed them.
- In the morning, the eagles fly the troupe as far as they can, dropping them at the Great Rock Outpost.
- Gandalf tells the troupe that they seek the only resident in this area, a skin changer.
- He warns them to be careful, for while he is friendly, the skin changer is easily angered.
- In order not to anger Beorn, Gandalf introduces the troupe in pairs, five minutes apart.
- Gandalf tells Beorn of their adventure thus far. He is intrigued and invites his guests for dinner.

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

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Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. Why is it ironic when the goblins are yelling up at the dwarves and Bilbo to "flyaway little birds? Fly away if you can"?
2. The eagles came to rescue the troupe. Why is it important to have friends? Do you think it is more important to have friends or the respect of others? Why?
3. Bilbo was terrified of flight. However, in order to be rescued he had to climb on the back of an eagle and be flown away. Why is it important to face your fears?
4. What did you think was going to happen when the eagle said, "the Lord of the Eagles bids you to bring your prisoners to the Great Shelf"?
5. As the eagles left, the troupe offered to help them as a "payback". Do you think it is more important to pay people back or pay people forward? What is the difference? How is one more beneficial than the other?
6. Define the salutation between the eagles and Gandalf on page 113. What do you think it means?
7. On page 114, the group takes a moment to re-group and plan their next strategy. Why is it important to take time to re-group and plan? When do you take time to do this for yourself? Is it significant that they all meet together to do this? Why?
8. What is Beorn and what kind of skills does he have? How can he possibly help the troupe?
9. What do you think will happen in the battle of the five armies? Will Bilbo and the dwarves play a part?
10. Where else can you think of that The Dwarves arrived staggered in twos? Why is that number and pairs significant?
11. Do you think Beorn believes Gandalf? Will Beorn be a mentor, a friend, or an enemy?

Analyze Analyze the key paragraph.

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Key Passage, p. 115

"'Who calls it? Who knows it?'

'This somebody I spoke of—a very great person. You must be very polite when I introduce you. I shall introduce you slowly two by two, I think; and you must be careful not to annoy him, or heavens knows what will happen. He can be appalling when he is angry, though he is kind enough if humored. Still I warn you he gets angry easily'" (p. 115).

EXTEND

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

Gandalf is taking the time to describe Beorn to the troupe. During this time, they are planning their introductions and the next step in their journey. As Gandalf describes Beorn, he refers to him as a very great person. What do you think makes a great person? Based on the author's description of Beorn is he a great person?

Using a word processing program, write 1-2 paragraph describing someone who you believe to be a great person. If you chose a historical figure or someone you do not personally know, you may conduct research using informational texts to support your opinions. What makes this person great? Are they courageous? How can you be more like tis person? Use a variety of techniques to create a tone of admiration. When you have completed this assignment, upload your work the online forum of your choice (i.e. Blog, Google Docs).

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 9

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 trust? How do you earn trust?
Trust is defined as the reliance on character, ability, strength, or truth of someone or something. One in which confidence is placed. In order to be trusted by others you must do things that are trustworthy to earn that trust from others.

In today's reading, Beorn leaves to find out if the troupe was telling the truth about their adventure so far. As he investigates he finds their tale was true and that made him respect them. Therefore he gives them advice—on how to proceed in their journey and food. He lends them horses. At the edge of the forest when they are to return the horses Gandalf reminds them of the importance of keeping their promise to Beorn and therefore keeping his trust.

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

brackets (124)	perils (126)	rafters (126)	veranda (128)	boughs (135)

READ

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Review Review the timeline from the beginning every day.

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

Read p. 124-139

Setting	Characters	Pages
Inside Beorn's House	Beorn, Gandalf, the dwarves, and Bilbo	124-132
On the path through the Milkwood Forest	Beorn (the bear), Gandalf, the dwarves, and Bilbo	132-139

RESPOND

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

Students might mention:

- Beorn invites the troupe to sleep in his house. He warns them not to venture outside until it is light.
- In the morning, Beorn is gone. So is Gandalf.
- The troupe rests during the day to prepare for their journey.
- The Gandalf returns that night. He tells the tale of his journey tracking bears.
- The following morning Beorn returns. He tells the troupe that he went off to confirm their story.
- He warns them that he has heard the goblins and wolves are angry and actively searching for them.
- Beorn lends them some horses, gives them food and water, and gives them travel advice. He protects them from afar as they travel North then East.
- As they reach the path through Mirkwood, Gandalf says his goodbyes. He yells, "Stay on the path!"
- Gandalf reminds them of the importance of trust and being trustworthy.
- He also places much confidence in Bilbo. The troupe returns the ponies and starts on their journey.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

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EXPLORE

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

Key Questions

1. Would you classify Beorn as a friend? Would you classify him as a mentor? What is the difference between friend and mentor?
2. What does the lack of display and gold in Beorn's great hall say about him and his values?
3. Beorn warns the troupe to stay inside or they will find peril. What does he mean by this? What could happen to them?
4. What word would you use to describe Beorn? Do you have friends like him?
5. Now that Beorn has found for himself that Gandalf was not lying, do you think he will ever mistrust him again? Why or why not?
6. What do you think he has taught Bilbo?
7. What always happens when someone says in a book or TV to "Stay on the Path?"
8. Gandalf told the troupe he was leaving. Where do you think he is going?
9. Gandalf would be classified as a mentor. Why is it important that the mentor leaves at some point?

Analyze Analyze the key paragraph.

Key Passage, p. 130

"'It was a good story, that of yours,' said Beorn, 'but I like it still better now I am sure it is true. You must forgive my not taking your word. If you lived near the edge of Mirkwood, you would take the word of no one you did not know as well as your brother or better. As it is, I can only say that I have hurried home as fast as I could to see that you were safe, and to offer you any help that I can. I shall think more kindly of Dwarves after this. Killed the Great Goblin, Killed the Great Goblin!' he chuckled to himself'" (p. 130).

EXTEND

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

Today, Gandalf and the troupe earn the respect, loyalty, and trust of Beorn. **In 1-2 paragraphs describe a situation in which you had to earn someone's trust. Use a variety of techniques (sensory language, description, reflection, dialogue) to create a realistic depiction of the instance you are describing. How did earning someone's trust make you feel? How has the experience changed you? In your writing, create a sense of loyalty, and when you have completed your assignment, upload a word processed final version to the online forum of your choice (Blog, Google Doc).**

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 10

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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.

How do you stay focused on a goal?
A goal is an object of effort of ambition; destination. In order to stay focused on a goal you must first decide your set of plans, and then keep the process and focus by reviewing and updating your to-do list on a daily basis. Then review the longer-term plans, and modify them to reflect priorities and your experiences.

In today's reading, the troupe is getting discouraged at their progress through the forest. Although they are close to the end, they lose sight of their goals and will end up in their enchanted forest facing many more obstacles because they lost sight of their goals.

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

inquisitive (140)	suffocated (141)	anxious (142)	taut (144)	vexed (146)

READ

Review the timeline from the beginning every day.

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

Read p. 140-155

Setting	Characters	Pages
Along the path	Bilbo, the dwarves	140-141
Through the forest	The troupe	142-147
Up the tallest tree	Bilbo, the Black emperors	147-148
Off the path	Bilbo, the dwarves, the elves	148-155

RESPOND

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

Students might mention:

- The troupe enters the woods without Gandalf.
- After traveling a very long time, they reach a dark, enchanted river.
- They use Bilbo's skills and problem solving skills to plan to cross the river. The troupe works together to get everyone to the other side.
- The dwarves unload all of their arrows on a deer. The deer is wounded, but Bombur fell into the river and fell into a deep sleep.
- They are running out of food and water, tired, and discouraged.
- The dwarves send Bilbo up to the tallest trees to look around. He sees lots of butterflies, but due to an optical illusion he is tricked into thinking that the forest goes on forever.
- He returns to the others and shares his bad news.
- At dark they see light and hear laughter off the path. The troupe decided to head for it. As they come upon what seems to be a party, all the lights go out and the laughing stops.
- They follow the lights two more times until everyone is truly lost. Bilbo spends the night alone.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

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EXPLORE

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

Key Questions

1. At night in the forest it was so dark the troupe could not see their hands in front of their faces. They stay together and have a watchman throughout the night. What is the importance of maintaining the group and staying together to reach a common goal?
2. As the group crosses the river how does Bilbo start to show his leadership skills? What was he able to accomplish with the troupe? Has he experienced growth in courage since the beginning of the novel?
3. Bombur was put under a spell by the enchanted river. If you were in this group would you continue to help him along or leave him? Explain your reasoning.
4. As the troupe continued through the forest they began to lose hope. If you were with them what would have helped you maintain hope? Can one person's discouragement affect others? How? Can the same be true for one person's encouragement?
5. How does attitude affect us? What do you do to maintain a positive attitude in difficult situations?
6. When Bilbo gets to the top of the trees he sees butterflies and squirrels. Why are they black?
7. Why is Bilbo sent up the tree?
8. What is the last thing Gandalf says as the troupe heads into Mirkwood?
9. What do you think has happened to all the others?

Analyze Analyze the key paragraph.

Key Passage, p. 154-155

"Bilbo found himself running round and round (as he thought) and calling and calling: 'Dori, Nori, Ori, Oin, Gloin, Filli, Kili, Bombur, Bofur, Dwalin, Balin, Thorin Oakenshield,' while people he could not see or feel were doing the same all round him (with an occasional 'Bilbo!' thrown in). But the cries of the others got steadily further and fainter, and though after a while it seemed to him they changed to yells and cries for help in the far distance, all noise at last died away, and he was left alone in complete silence and darkness" (p. 154-155).

EXTEND

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

When Gandalf leaves the group his final words are, "'Don't Leave the Path.'" In today's reading, the troupe gets discouraged; they are hungry and tired. They leave the path and Bilbo is now alone and can't find his friends. Do you think Gandalf's words were to be taken literally? What made the troupe disregard his directions?

Pretend that you are Bilbo, writing in a journal that you have kept throughout the journey. In today's entry, write a formal letter of apology to Gandalf. Explain why your group chooses not to follow directions and provide an

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explanation of how you are going to remain focused on your goals as you continue on your journey. Restating the problem and conclude with a possible solution to the problem that can be implemented in the future. Use a variety of techniques (i.e. reflection, description) and include sensory details and language that contributes to an apologetic tone.

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 11

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 evolution and adaption?
Evolution can be defined as: any process of formation or growth; development. A product of such development, something evolved. A change in the gene pool of a population from one generation to another by such process as mutation, natural selection, and genetic drift.

Adaptation is an alteration or adjustment in structure or habits, often hereditary, by which a species or individual improves its condition in relationship to its environment.
http://www.pbs.org/wgbh/evolution/

In today's reading, Bilbo and the troupe encounter a large nest of spiders that have adapted to fit their surroundings. They are able to fight off the spiders but not without much trepidation and worry.

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

abominable (155)	miserable (155)	bundles (158)	commotion (159)	precious (161)

READ

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Review Review the timeline from the beginning every day.

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

Read p. 155-170

Setting	Characters	Pages
Beneath a tree in the dark	Bilbo	155-156
Spider-webbed trees	Bilbo, Giant Spiders, and The Dwarves	157-158
Away from the webs	Bilbo and the spiders	159-160
Back at the webs	Bilbo, the dwarves, and the spiders	161-164
The edge of the elf fire ring	Bilbo, the dwarves	165-168
The Elven Prison	Thorin and the Elvin King	168-170

RESPOND

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

Students might mention:

- Bilbo spends the night alone in the forest. He falls asleep under a tree and wakes to find a giant spider wrapping him up.
- He kills the spider with his sword, which he names "Sting." He goes looking for the others.
- Stealthily, he crawls along until he comes upon the others.
- Seeing that The Dwarves have been captured by giant spiders, he uses his ring to become invisible and lures the spiders away from the nest.
- He begins throwing rocks at them and trying to kill them with his sword.
- He returns to free his friends.
- Together they fight the spiders and they are victorious.
- The troupe escapes to the elfin fire pit. They realize that Thorin is missing.
- Thorin has been captured the night before by the Wood Elves and is in prison.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

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EXPLORE

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

Key Questions

1. What does Bilbo name his sword? What is the significance of the name?
2. Bilbo realizes he is all alone. Why is it important to have someone in dire situations? How does he show courage in this situation?
3. How does Bilbo manage to save his friends?
4. What changes have occurred in Bilbo in today's reading? Do you think Bilbo was prepared for those changes? How did they affect his attitude?
5. What do you think they should do now that they have defeated the spiders?
6. How did working as a team help or hinder the troupe? Why is this an important concept?
7. In the unit theme on courage; what is risk for a reason, not for a thrill? Based on that definition do you think Bilbo is courageous? Was he courageous at the start of the novel? Defend your answer.

Analyze Analyze the key paragraph

Key Passage, p. 166

"…Knowing the truth about the vanishing did not lessen their opinion of Bilbo at all; for they saw that he had some wits, as well as luck and a magic ring—and all three are very useful possessions. In fact they praised him so much that Bilbo began to feel there really was something of a bold adventurer about himself after all, though he would have felt a lot bolder still, if there had been anything to eat" (p. 166).

EXTEND

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

Today Bilbo started to have faith in himself and in his skills. He feels like he has something to offer.

Pretend you a Bilbo, adding an entry in your ongoing journal. In this entry, write 2-3 paragraphs describing the changes that you have gone through on your journey. Use reflection and description to convey a sense of transformation. In the 1st person point of view, feel free to include inner-dialogue or other techniques to develop your opinion towards the experiences you've had. What does courage mean to you, and how have you had to be courageous on your journey? Who has helped you uncover your potential? Use specific evidence from the text to defend your statements. Conclude your entry with possible ways you can use courage in the future and predict what will happen next to you on your journey.

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 12

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 does it mean to approach the innermost cave?
After you set off with your companions, you now approach that which is your deepest fear and longing and desire and dread, the stage known as **Approach the Inmost Cave.** You must approach – get ever closer - to what causes you the most anxiety and pain**.**

What is the difference between faith, luck, and destiny?
Faith is confident belief in the truth, value, or trustworthiness of a person, idea, or thing. The belief that does not rest on logical proof or material evidence. Luck is the chance happening of fortunate or adverse events. Destiny is the inevitable or necessary fate to which a particular person or thing is destined. A predetermined course of events considered as something beyond human power or control

In today's reading, the troupe is captured and taken away. Bilbo is left by himself again. Not only does he have to survive, but he also has to figure out a way to save his friends. In today's reading he is forced to face many of his deepest fears.

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

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staggered (171)	realm (173)	plight (175)	blundering (179)	spluttering (184)

READ

Review Review the timeline from the beginning every day.

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

Read p. 171-188

Setting	Characters	Pages
Searching for the path	Bilbo, the Dwarves, and the Wood elves	171-172
Past the Great Gates of the Elvin King	The Dwarves and Bilbo	172-173
In the prison	Bilbo, Thorin, the Dwarves	173-176
The other exit beyond the cellars	Bilbo, the Dwarves, the guard, the butler	176-185
On the river in the barrels, headed for Laketown	Bilbo, the dwarves, and raft-elves	186-189

RESPOND

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

Students might mention:

- As the troupe searches for the path and for Thorin, they are captured by the wood-elves.
- The troupe is so tired that they do not put up a fight.
- Bilbo puts on his ring and follows behind the Dwarves and wood-elves.
- Once inside, Bilbo puts together a plan to free the others. But it will take some luck.
- One night, he frees the others from their cells and directs them to the cellars.
- There he places one dwarf inside each out-going barrel.
- Then they wait for the elves to float the barrels downstream towards Laketown.
- Things go as planned. They escape the caverns and head down stream.

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

Map
Track the characters as they travel.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

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EXPLORE

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

Key Questions

1. There have been many caves in this story. And there are still a few to come. Is this the inmost cave? What do you consider your innermost cave?
2. What fears do you think Bilbo is facing right now? How does he choose to face them?
3. Why has the Elvin King imprisoned the troupe?
4. How did Bilbo manage to stay free? Why hasn't he told the dwarves about the ring?
5. How does Bilbo intend to save everyone? Do you think it will work?
6. In what ways has Bilbo changed since he left Baggsend some months ago? Do you think they are positive changes?
7. On page 176, Bilbo talks about his friends depending on him and how he doesn't like it. What burdens come when people depend on you? What positive's come when people depend on you? Do you think the positives outweigh the negatives? Where will you find more opportunity for growth?
8. Where was the shortfall in Bilbo's plan? Do you see any way he could have avoided being in his predicament?

Analyze Analyze the key paragraph.

Key Passage, p. 178

"'No time now!' said the hobbit. 'You must follow me! We must all keep together and not risk getting separated. All of us must escape or none, and this is our last chance. If this is found out, goodness knows where the king will put you next, with chains on your hands and feet too, I expect. Don't argue, there's a good fellow!'" (p. 178).

EXTEND

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

Bilbo has changed very much since he was first visited by the Dwarves in Baggsend. He has found courage. Reflect upon Bilbo's adventure thus far. Recall the trouble he got the group in when he mistook foolish bravery for courage.

Write two paragraphs: in the first, explain a situation in which someone displayed foolish bravery, or risk for thrills instead of a reason. In a second paragraph, describe a situation in which someone displayed true courage and exercised risk for a reason. Also, define the word fortitude. You may conduct research using informational texts to help with this assignment. You may use personal examples, or draw on historical, literary, or mythological examples for inspiration. Conclude your assignment by providing reasons why true courage is better than foolish bravery. Use descriptive language and techniques to convey sensory details and develop the two different examples.

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 13

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 character? How do you make changes to your character?
Character can be defined as the combination of qualities or features that distinguishes one person, group, or thing from another. Character is a distinguishing feature or attribute, as of an individual, group, or category. It can be a moral or ethical strength.

In order to make changes to your character you must first start changing your habits. We often know what we need to change in order to become better humans but we sometimes lack the understanding of HOW to change.

It is important to make changes gradually. Choose one aspect of your character to change at a time and set small obtainable goals. This will allow you to succeed at changing a bad habit.

Set a time limit to work on your goal. Most goals cannot go on forever. Setting a time limit will keep you focused and help you measure success. This will help you change your actions and start forming new habits. (Habits normally take 6 weeks to form).

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Stay motivated by surrounding yourself with like-minded positive people who will push you and help support you in your changes?

In today's reading, Bilbo and the troupe continue to travel down river. Bilbo is anxious to get to dry land but realizes his circumstances are better than the others. While they are docked he runs to get food for himself. It is on this short trip he realizes how much he has grown and changed while on his journey.

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

marshes (189)	tradition (190)	promontory (191)	cramped (193)	vagabond (196)

READ

Review Review the timeline from the beginning every day.

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

Read p. 189-201

Setting	Characters	Pages
From the river to land	Bilbo, Throin, the dwarves	189-193
To the great hall	Thorin, Bilbo, the dwarves, the captain and the Master	194-198
In Laketown	Bilbo, the dwarves	198-199
Toward Lonely Mountain	Bilbo, the dwarves	199-200

RESPOND

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

Students might mention:

- Bilbo works to rescue the troupe from the barrels.
- The troupe finally stands on firm ground again. They are tired, sore, and hungry.
- After everyone has stretched and is able to move, they decide to head into Laketown.
- At the bridge, they are met by guards.
- Thorin explains who he is and the guards lead them to see the Master.
- It has been written that Thorin would one day return. There is great buzz in the town. However, not everyone believes he is who he says he is.
- After two weeks, the troupe departs for the Lonely Mountain. The king and the master provide them with horses and provisions for their journey.
- Neither the Master, nor the Elven King, believes any of them will return.

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

Map

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The front of the book has a great map of “Thrors Map” and “Wilderland”. Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming “Everyday Heroes” in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. Who does the troupe go to see in Laketown?
2. Why are the people so excited to see Thorin? Do you think this excitement puts pressure on Thorin? The troupe? Bilbo?
3. Page 190, “*Those lands had changed much since the days when dwarves dwelt in the Mountain, days which most people now remembered as a very showy tradition.”* Why is tradition important?
4. On page 192, the author describes how the people had forgotten the history of their land. How does history affect us? Why is it important to learn from and remember our history? How does that help us with your present and future?
5. Do you think the King and the master are enemies or allies? Why?
6. Do you think they will be successful in their adventure? Who will perish?
7. Why is Bilbo unhappy to be headed up the mountain?
8. Does this mean he has lost his courage again?

Analyze Analyze the key paragraph.

Key Passage, p. 197

“The King beneath the mountains,
the king of carven stones
The lord of silver fountains,
Shall come into his own!

His crown shall be upholden,
His harp shall be restrung,
His halls shall echo golden
To songs of yore re-sung
The woods shall wave on mountains.
And grass beneath the sun;
His wealth shall flow in fountains
And the rivers golden run.

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The streams shall run in gladness.
The lakes shall shine and burn,
And sorrow fail and sadness
At the Mountain-king's return" (p. 197).

EXTEND

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

Once the townspeople had heard of Thor's return they began to sing and celebrate. However, Thorin did not correct them that he was Thor's grandson. He allowed them to sing and celebrate anyway.

Describe a time when you let others celebrate or react to news that was not entirely true. Write 2-3 paragraphs explaining the situation from a first-person narrative perspective and include dialogue, pacing, and reflection to illustrate the situation clearly. Use techniques and sensory details and imagery to convey a realistic sense and describe the experience in the most clear and concise manner possible. Conclude with your own opinion: Is it better for others to be ignorant, yet happy? Or is the truth always the best option? When you have completed the assignment, upload a word-processed version of your final product to the online forum of your choice (Google Docs, Blog).

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 14

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 a Thrush?
Songbirds characteristically having brownish upper plumage with a spotted breast. One of the most common woodland birds of the East, the Wood Thrush is best known for its hauntingly beautiful song. A large and heavily spotted Thrush, it is a bird of the interior forest, seldom seen outside the deep woods.

Change requires effort:
Change is possible. Change requires three things; a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when we don't feel like working. It requires one step at a time. The change theme occurs in this novel especially with Bilbo. He has changed as a Hobbit from the beginning of the novel until now becoming more independent and more of a leader. In many instances Bilbo did not want to work towards change but he did because it was for the greater good.

In today's reading, Bilbo is charged with entering the cave. He and the troupe are getting more and more frustrated that they can't enter the cave. As he is sitting there pondering his problem he is visited by a Thrush. At that point he remembers that Elrond told them many months ago and was able to get the door open.

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During this time Bilbo realizes that he has made many changes on his journey. He also, realizes that the change and the growth that he has made is positive and knows that he will continue to grow as he goes on his journey.

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

desolate (202)	stealthy (203)	cavernous (204)	fragment (206)	coil (206)

READ

Review Review the timeline from the beginning every day.

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

Read p. 202-211

Setting	Characters	Pages
Rowing to shore	Bilbo and the Dwarves	202-203
The mountain/front gate	Bilbo, Balin, Fifi, and Kili	203-207
Cave on the mountain/doorstep	Bilbo, the thrush, the troupe	207-211

RESPOND

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

Students might mention:

- Bilbo and the dwarves row across the lake to the mountain.
- The dwarves set up camp and they use search parties to look for the door to the cave.
- Bilbo, Balin, Fili, and Kili find the front gate high on a ledge. They troupe moves their camp. Bofur and Bombur were left behind to guard the ponies.
- The troupe finds a secret entrance. They cannot get it open.
- They are getting frustrated. Bilbo sits on the doorstep and reads the map but can't figure out what to do next.
- He begins to question his leadership and skills again.
- He begins watching a Thrush and just like Elrond said, on the last day of autumn, a Thrush would appear and light would shine upon the keyhole.
- The door opened.

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

Map

The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project

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Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. They journey to the mountain is a tiresome process and the troupe is lacking motivation. How does enthusiasm affect attitude? If one person in the troupe was motivated do you think it would have helped the others? How do you stay positive in difficult situations? Remember, change (especially a change in attitude) requires effort, a vision and a plan.
2. "*Only in June they had been guests in a fair house of Elrond, and though Autumn was now crawling towards winter that pleasant time now seemed years ago. They were alone in the perilous waste without hope of further help"* (p. 205). How do the seasons help depict setting and mood?
3. The troupe found the entrance on the mountainside. Bofur and Bombur are left behind to tend to the horses (and they couldn't fit on the ledge). Why is it important to understand your role on a journey? Can everyone be the leader? How do you determine your role in different situations?
4. If you were on this journey with Bilbo—what would your skill, role, or strength be?
5. What did Bilbo see coming from the front gate? What do you think that means?
6. What did Elrond say the Runes said about the Thrush?

Analyze Analyze the key paragraph.

Key Passage, p. 202

"'Not at any rate until the songs have come true!' said they. It was easier to believe in the Dragon and less easy to believe in Thorin in these wild parts. Indeed their stores had no need of any guard, for all the land was so desolate and empty. So their escort left them, making off swiftly down the river and the shoreward paths, although night was already drawing on" (p. 202).

EXTEND

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

The troupe is getting closer to the mountain. They have come a long way on their journey. They are tired and in a strange and desolate place, soon to encounter a Dragon. They are trying to maintain a good attitude but it is getting harder to believe in the cause because of the looming smoke breathing dragon.

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Think of a time that you had to believe in someone else, or yourself, when times were getting really tough. **Write a multi-paragraph story describing the situation and what you did to maintain a positive attitude. Use reflection, description and multiple plot lines and sensory details and imagery to coherently develop the experience and create a sense of perseverance. Did you rely on someone else for motivation or seek advice from a friend or mentor? How were you able to keep your focus and motivation? Do you have a plan if it happens again? Provide a conclusion that explains how you exercised courage and how the experience changed you. When you have completed your story, upload a word-processed final version to the online forum of your choice (i.e. Blog, Google Docs).**

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 15

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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.

How do dragons affect us?
The world is full of stories about brave heroes, magical events and fantastic beings. For thousands of years, humans everywhere—sometimes inspired by living animals or even fossils—have brought mythic creatures to life in stories, songs and works of art. Today these creatures, from the powerful dragon to the soaring phoenix, continue to thrill, terrify, entertain and inspire us. We seem to catch glimpses of these creatures all around us: hiding beneath the ocean waves, running silently through the forest and soaring among the clouds. Some symbolize danger. Others, we think, can bring us luck or joy. Together mythic creatures give shape to humankind's greatest hopes, fears and most passionate dreams. To learn more, visit the American Museum of Natural History website at:
http://www.amnh.org/exhibitions/mythiccreatures/dragons/

In today's reading, Bilbo enters the cave and encounters the dragon for the first time. He steals from him and doesn't realize the consequences of his actions until he leaves the cave and the dragon wakes up.

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

peep (213)	rustle (214)	vapor (214)	lair (217)	grievous (224)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 212-227

Setting	Characters	Pages
Door of the chamber	Bilbo, Thorin, the dwarves	212-213
Inside the mountain	Bilbo, Smaug	213-216
Door of the chamber	Bilbo, the dwarves, Smaug	216-220
Trapped inside the door of the chamber	Bilbo, the dwarves	220-221
Inside the mountain	Bilbo, Smaug	222-227

RESPOND

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

Students might mention:

- It was determined that Bilbo was to enter the chamber. Thorin gave a long farewell/appreciation speech.
- Bilbo asked if anyone was going to go with him. There were no volunteers.
- He was fearful entering the tunnel but knew he was a different hobbit then he was months ago and he was confident he could complete the journey.
- He got to the tunnel entrance and saw Smaug. He was amazed at the pile of gold and riches he slept on.
- Bilbo crept through the tunnel and he stole a gold cup to show the others.
- The troupe was relieved and thrilled to see him again and were excitedly passing the cup around when the dragon woke up.
- Smaug flies out of the mountain killing ponies and burning supplies.
- The troupe escapes harm by hiding in the secret tunnel.
- Bilbo agrees to re-enter the cave the next day.
- When Bilbo arrives in the cave the next day Smaug is waiting from him. They speak in riddles until Bilbo offends Smaug.

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

Map

The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project

Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

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Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. The author does not consider Thorin and Company to be heroes (p. 213). Do you agree or disagree? Why?
2. Bilbo realizes that he has changed from the hobbit he was at the beginning of the novel to a more courageous, adventurous individual. He knows he has grown. What makes personal growth difficult? How do you overcome those obstacles?
3. *"It was at this point that Bilbo stopped. Going on from there was the bravest thing he ever did. The tremendous things that happened afterwards were as nothing compared to it. He fought the real battle in the tunnel alone, before he ever saw the vast danger that lay in wait"* (p. 214-215). What do you think the real battle was for Bilbo? Who was it between? Have you ever fought a battle alone? What? How did that secret success make you feel? Why?
4. Why does Bilbo go down the tunnel a second time?
5. How does he manage to stay alive when Smaug realizes he is there?
6. What does Bilbo say that angers Smaug at the end of their conversation?
7. If you were Bilbo, what would you suggest your troupe do tonight? If you were Smaug, what would you do tonight?

Analyze Analyze the key paragraph.

Key Passage, p. 227

"'Never laugh at live Dragons, Bilbo you fool!' he said to himself, and it became a favorite saying of his later and passed into proverb. 'You aren't nearly through this adventure yet,' he added, and that was pretty true as well" (p. 227).

EXTEND

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

Pretend you are Bilbo. After your interaction with Smaug you have barely escaped with your life, it is clear that Smaug will not put up with your presence much longer.

Pretend you are Bilbo, writing a journal entry. **In 1-2 paragraphs lay out a possible plan to defeat Smaug within the next 24 hours. In your plan, include descriptive details and sensory language to create coherence and develop your experience with the dragon.**

In your entry, be sure to create an adventurous tone, and use straightforward language to convey your plan. Recall the weakness you discovered when you were speaking with the dragon. Convey your ideas logically and correctly. Be as detailed as possible. When you have completed your

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assignment, upload a final word-processed version to the online forum of your choice (Blog, Google Docs).

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 16

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 leadership?
Leadership and be summarized in the poem, “A Wish for Leaders” anonymous.

I sincerely wish you will have the experience of thinking up a new idea, planning it, organizing it, and following it to completion and having it be magnificently successful. I also hope you'll go through the same process and have something "bomb out."
I wish you could know how it feels "to run" with all your heart and lose horribly.
I wish that you could achieve some great good for mankind, but have nobody know about it except you.
I wish you could find something so worthwhile that you deem it worthy of investing your life.
I hope you become frustrated and challenged enough to begin to push back the very barriers of your own personal limitations.
I hope you make a stupid, unethical mistake and get caught red-handed and are big enough to say those magic words "I was wrong."
I hope you give so much of yourself that some days you wonder if it is worth it all.
I wish for you a magnificent obsession that will give you a reason for living and purpose and direction in life.

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I wish for you the worst kind of criticism for everything you do, because that makes you fight to achieve beyond what you normally would.
I wish for you the experience of leadership
~ Anonymous

In today's reading Bilbo starts making crucial decisions and following through on plans—he is continuing to hone his leadership skills for the troupe.

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

singed (227)	dubious (229)	marrow (232)	suffocate (234)	arch (242)

READ

Review Review the timeline from the beginning every day.

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

Read p. 227-246

Setting	Characters	Pages
The doorstep	Bilbo, the troupe	227-231
Inside the tunnel	Bilbo, the troupe, Smaug	232-233
Inside the tunnel by the door	Bilbo, the troupe, Smaug	234
Down the tunnel to the dragon cave	Bilbo, the troupe, a bat	235-240
Towards the lookout post	Bilbo, the troupe	240-246

RESPOND

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

Students might mention:

- Bilbo returned from the dragon's lair to be greeted by his friends.
- He was scorched from Smaug after he offended him.
- He realized they were unsafe in the doorway and he encouraged the troupe to move inside for protection. They were not happy but they did it anyway.
- They recounted tales of the riches. Bilbo encouraged them to shut the door and move inside. At the last moment they listen to him. Smaug returns and destroys the front door.
- They realize they are trapped. Bilbo is encouraged and leads the troupe to the dragon's lair.
- The dwarves are hesitant but Bilbo leads them down the tunnel and to the riches;
- They arm themselves with all the riches they can carry.
- After a rest in the chamber they decide to head for the look-out post.

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

Map

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The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. What do you think the Thrush represents? Why?
2. Why does Bilbo take the Arkenstone? What do you think he will gain from having it?
3. Where do you think Smaug has gone? What do you think he is waiting for?
4. What do you think Bilbo is planning? Is he acting with courage and fortitude? Has he shown leadership?
5. Once the dwarves got to the chamber they started taking what they could fit in their pockets. Why was it acceptable for them to take the treasure at this time?
6. If you were in the troupe what would you do next?

Analyze Analyze the key paragraph.

Key Passage, p. 236

"After a while, a twinkling gleam showed them returning, Oin with a pine-torch alight in his hand, and Gloin with a bundle of others under his arm. Quickly Bilbo trotted to the door and took the torch; but he could not persuade the dwarves to light the others or to come and join him yet. As Thorin carefully explained, Mr. Baggins was still officially their expert burglar and investigator. If he liked to risk a light, that was his affair. They would wait in the tunnel for his report. So they sat near the door and watched" (p. 236).

EXTEND

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

Bilbo is definitely taking over as the leader. He also has some sort of plan for the Arkenstone. While Bilbo is likely making a mental note of what to take with him and what to do with the stone, if he had a few more things to remember, he might write himself a memo.

Pretend you are Bilbo. Write a journal entry for today listing three things you need to do tomorrow as a leader. You may wish to research different

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inspiring leaders and historical figures to gain knowledge of the qualities that make a successful leader. Feel free to use reflection, description and dialogue to create a detailed and coherent picture of your plans and experience. When you have finished you assignment, upload it to the online forum of your choice (Google Docs, Blog).

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 17

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 does it mean to sacrifice something? What is peace and greed?
Sacrifice means to forfeit something highly valued for the sake of one considered to have a greater value or claim. In order to maintain peace, the dwarves would have to be absent from war and other hostilities. They would have to stay free from quarrels and disagreements. Greed is an excessive desire to acquire or possess more than what one needs or deserves.

In today's reading the dwarves visit the dragon's lair. They are astonished by the treasures he has. It is their first instinct to take whatever they can and travel with it.

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

quays (247)	seldom (247)	twanging (249)	scatter (251)	burst (260)

READ

Review Review the timeline from the beginning every day.

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

Read p. 247-260

Setting	Characters	Pages
Esgaroth (laketown)	Smaug, the people of Laketown, Bard, the Thrush and the Master	247-256
The Lookout	Bilbo, the Dwarves, the Thrush, the old raven	256-260

RESPOND

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

Students might mention:

- The men in Laketown were out for walks. They saw Smaug and panicked. They started to defend Laketown from Smaug. He burned much of their village and surrounding areas.
- The archers gathered to start shooting at him. Bard had gone through most of his arrows. As he was getting ready to shoot he was visited by the Thrush who gave him advice.
- Bard shoots Smaug in the open spot on his chest. Smaug dies, but not before destroying the town.
- The Master calls on the Elves for help.
- The townspeople, realizing that their town has been lost, want to blame Thorin and the troupe for waking Smaug and want to hold them accountable for destroying their town.
- The master alerts the Elves and men that Smaug has been killed. They form and army and want to go to the mountain and retrieve the treasure. They will use it to rebuild their town and make themselves rich.
- Bard continues to lead the villagers and rebuild the town.
- The Thrush visits the troupe again, trying to tell them something. He goes to find a raven that can help translate.
- The raven is the grandson of a friend of Thorin's family. He tells them what is happening in Laketown.

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

Map
The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster

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Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. Why did Smaug attack the town? Why is he so angry?
2. What did the townspeople do to defend themselves?
3. What role did the Thrush play in saving the town? Who killed Smaug? How did he do it?
4. The townspeople are cursing the dwarves. Do they have any responsibility for what happened to the town? Why or why not?
5. The master left the town while many stayed and tried to defend it. What role does the leader play when bad things are happening? Should they stay to help fix problems or leave and save themselves?
6. What will happen to the treasure? Who is entitled to it? The townspeople who have lost everything because of Smaug or the Dwarves because it is rightfully theirs? What would you do to settle this matter?

Analyze Analyze the key paragraph.

Key Passage, p. 260

"Your own wisdom must decide your course, but thirteen is small remnant of the great folk of Durin that once dwelt there and now are scattered far. If you will listen to my counsel, you will not trust the Master of the Lake men, but rather him that shot the dragon with his bow. Bard is he of the race of Dale, of the line of Girion; he is a grim man, but true. We would see peace once more among dwarves, and men and elves after the long desolation; but it may cost you dear in gold. I have spoken" (p. 260).

EXTEND

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

Pretend you are Thorin. Take in what the Raven has told you. You will likely have either to give up a share or two of treasure to Bard and his army, or you will have to fight them.

What do you think is the right thing to do? Be sure to consider all that has happened to the townspeople and do not forget your family history.

Write a response to this passage. If you were Thorin what would you chose to do? Write 2-3 paragraphs explain your choice. Give details from the text to support your answer, and use narrative techniques such as dialogue, pacing, description and reflection to be as precise as possible. Provide a conclusion in which you propose what the most courageous and ethical thing for you to do is. When you have completed your assignment, upload a final word-processed version to the online forum of your choice (Google Docs, Blog).

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

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 18

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 the ordeal in the Heroic Journey?
An ordeal is an extreme trial or experience. In the heroic journey, the ordeal comes and you must summon everything you have in yourself to get through it.

This is what makes a hero a hero…they are the ones running into the burning building, or into battle, or slaying a dragon when everyone else is running the other direction.

In today's reading, the dwarves return to the cavern and prepare to defend it against battle. Bard and the men come to negotiate a deal for killing Smaug and for having their town destroyed. Thorin is becoming more greedy. Bilbo realizes there is a peaceful way to settle the matter and to save Thorin's pride. He sneaks out to speak with Bard. Upon his return he is met by Gandalf who is overly impressed by his leadership, negotiation, and integrity.

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

tidings (261)	desire (262)	foes (265)	justice (265)	glint (272)

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READ

Review Review the timeline from the beginning every day.

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

Read p. 261-274

Setting	Characters	Pages
The caverns	Bilbo, the Dwarves, the raven	261-262
The front gate	Thorin and Bard, men, and the dwarves	262-267
The cavern	Bilbo, the Dwarves, the raven	268-269
The Elvin camp	Bilbo, Bard, master, elves, Gandalf, Bombur	269-274

RESPOND

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

Students might mention:

- The dwarves returned to the caverns. They explored more and they fortified them against the army.
- The raven continued to visit with updates.
- The army arrives at the front gate. Bard requests parley with Thorin. They talk. Bard requests a share of the treasure for having slain the dragon.
- He claims that he is a descendent of Girion of Dale, and that a portion of the treasure is his right because much of his people's treasure is among that of Throin's people.
- Thorin refuses. Bard tells him that is he doesn't change his mind the dwarves and Bilbo will suffer a siege and Bard's army will starve them out.
- That night Bilbo sneaks down to the Elf/Man encampment. He gives Bard and the Elven king Thorin's Arkenstone. Bilbo realizes that Bard can bargain with the Arkenstone and possibly save many lives in the process. He also earns much respect from Bard and the Elvin king.
- When Bilbo returns, Gandalf is there. He tells Bilbo that he has done well in bargaining with the Arkenstone.
- Gandalf disappears again and Bilbo returns to the cave.

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

Map

The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project

Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

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Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. What are the dwarves preparing to do? Do you think they have any power or chance against the man/elf army?
2. If you were Throin and had been approached by Bard with a list of fairly reasonable requests, what would you do? What is holding Thorin back? Would you risk the lives of your friends for an extra share of treasure?
3. Thorin had spent much time with the treasure and the lust had weighed heavily on him (p. 265). How does lust affect people's decision making skills? Do you think that Thorin is able to make a logical decision at this time?
4. What is each side prepared to do? Do you think either side will win?
5. Why does Bilbo keep the Arkenstone?
6. Why does Bilbo give the stone to Bard? Do you think it was a good idea? What is Bilbo's motivation to pass the stone to the opposition? Is he acting with good intentions or selfishness?
7. Where did Gandalf come from? What was his reaction to Bilbo's plan? Why do you think he reacted the way he did?
8. What do you think Thorin will do when he finds out?

Analyze Analyze the key paragraph.

Key Passage, p. 272-273

"'This is the Arkenstone of Thrain,' said Bilbo, 'the Heart of the Mountain; and it is also the heart of Thorin. He values it above a river of gold. I give it to you. It will aid you in your bargaining.' Then Bilbo, not without a shudder, not without a glance of longing, handed the marvelous stone to Bard, and he held it in his hand as though dazed" (p. 272-273).

EXTEND

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

Pretend you are Bard. Draft a proposal to Thorin for how to settle this now that you have the Arkenstone to bargain with.

Write a persuasive letter to Thorin using a first-person narrative style from Bard's point of view. Use sensory language and details to create a coherent description of your views. Also, utilize various narrative techniques (reflection, description, pacing) to create an overall argumentative tone. When you have completed your assignment, upload a word-processed version to the online forum of your choice (Google Docs, Blog).

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 19

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 does it mean to "burn a bridge"?
"Burning a bridge" is a figure of speech (idiom) that means you are acting unpleasantly in a situation you are leaving, ensuring you will never be welcome to return. An example: *If you get mad and quit your job, you'll be burning your bridges behind you. No sense burning your bridges. Be polite and leave quietly.*

In today's reading, Bard meets with Thorin and he brings the Arkenstone. Thorin is furious that Bard has it and demands to know how he got it. Bilbo admits to giving it to him as part of his share of the treasure and tells Thorin that he wants it used to end the conflict peacefully. Thorin was furious at Bilbo and sends him away. In this situation Bilbo "burned his bridge" with Thorin, severing the relationship so he cannot go back.

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

hailed (275)	heirloom (276)	deceit (278)	possessed (279)	heedless (285)

READ

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Review Review the timeline from the beginning every day.

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

Read p. 275-287

Setting	Characters	Pages
The gate	Thorin, Bilbo, Bade, the Elvenmen, the troupe, Gandalf	275-278
The camp	The Elvenmen, Bard, Dain, Bilbo, Dain's people	278-279
The mountain	The Elvenmen, the humans, Bard, Thorin, the troupe, Bilbo, the Goblins, the Wargs, the Eagles	279-287

RESPOND

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

Students might mention:

- Bard and his people go to the gate to speak with Thorin. He wants to negotiate a deal for the Arkenstone.
- Thorin is furious that Bard has it and wants to know how he got it.
- Bilbo admits giving it him as his share of the treasure. He wants Bard to use it to negotiate so the matter can be settled without much loss.
- Thorin knows that Dain was on his way with reinforcements.
- He banishes Bilbo from the troupe. Gandalf stands up for him saying that his act was noble. Thorin turned on him, too.
- Dain's people arrive at the foot of the mountain. After speaking with Bard, they prepare for attack.
- Just before battle the sky fills with bats, and Gandalf realizes that the Goblins and Wargs are on their way, having also heard of the death of Smaug.
- The dwarves and the Elves and humans band together to fight their common enemies, the Goblins and Wargs.
- The Goblins and Wargs attack and at first, it seems the battle will be easily won. But then the Goblins and Wargs attack from two other directions. Bilbo and his friends are outnumbered.
- Just when it looks impossible, the giant eagles arrive to help them out.

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

Map

The front of the book has a great map of "Thrors Map" and "Wilderland". Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project

Continue brainstorming "Everyday Heroes" in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

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Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. Upon arriving at the gate, Bard and his group lay down their weapons. What does this act signify and why was it important?
2. Was the offer that Bard made unfair? Why wouldn't Thorin accept it?
3. Did Bilbo do anything wrong? Did he have good intentions? Are good intentions a reason to break trust? Did he make the decision to give Bard the Arkenstone for the common good or for selfish motives?
4. Why did Bilbo accept being banished from the troupe so easily? If your friends turn against you, how do you respond? Did he do the right thing?
5. What were the clouds covering the sky?
6. How did the Goblins know where to find them?
7. Why did the Elves and dwarves side together?
8. Will the war be won? How? What will happen to the treasure? Predict how you think the story will end.
9. Who do you think deserves the treasure? Why?

Analyze Analyze the key paragraph.

Key Passage, p. 284

"Gobblins had scaled the mountain from the other side and already many were on the slopes above the Gate, and others were streaming down recklessly, heedless of those that fell screaming from cliff and precipice, to attack the spurs from above. Each of these could be reached by paths that ran down from the main mass of the mountain in the centre; and the defenders had too few to bar for long. Victory now vanished from hope. They had only stemmed the first onslaught of the black tide" (p. 284).

EXTEND

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

Things are not looking good for Bilbo and his friends. The ordeal is never easy, however, if victorious, the rewards may very well be worth it. Think about an ordeal that you went through. Reflect on the rewards of having hung on when you could have given up. How did getting through it make you feel? What did you learn?

Write 2-3 paragraphs describing your ordeal. Relate the events to your reader and communicate why those events were significant to you. Use narrative techniques such as pacing, description, dialogue and reflection to create a vivid picture of your experience. Be as descriptive as possible and incorporate sensory details and descriptive language. When you have completed your assignment, upload a final word-processed version to the online forum of your choice (Google Docs, Blog).

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Day 20

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

PREPARE

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 are the Reward and the Road Back in the heroic journey?
The Reward: The heroic journey draws to an end when the hero has survived the ordeal and won. The hero now claims victory and leaves with the hero's Reward with which he or she can celebrate.

The Road Back: tells us what our hero has learned: has he or she really changed? In this journey, has their 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?

In today's reading, Bilbo is found after being hit on the head during battle. He is taken to Thorin, who does not make it. However, Thorin leaves the earth with his friend at his side. Bilbo and Gandalf leave the mountain and journey home. It is at this point where Bilbo encounters the friends he met along the way and learns more about himself.

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

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echo (288)	helm (289)	amend (290)	eyries (292)	stammering (295)

READ

Review Review the timeline from the beginning every day.

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

Read p. 288-305

Setting	Characters	Pages
On top of the mountain	Bilbo, a Laketown man	288-289
Thorin's deathbed and tomb	Thorin, Gandalf, Bilbo	289-293
The mountain	Dain, Bilbo, Gandalf, the troupe, the Laketown Men	293
The walk home	Beorn, Bilbo, the Elven king, and Gandalf	294-295
Beorn's House	Beorn, Bilbo, Gandalf	295
The Goblin's Pass	Bilbo and Gandalf	296
Rivendell	Bilbo, Gandalf, Elrond	297-300
The last road	Bilbo and Gandalf	300-301
Bilbo's Home	Bilbo, Auction buyers, Gandalf and Balin	301-305

RESPOND

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

Students might mention:

- Bilbo is found atop the mountain after the battle. He had been knocked out.
- Bilbo visits Thorin, who is on his deathbed. Thorin gives Bilbo his blessing.
- Bilbo says goodbye to the dwarves. He starts home with Gandalf, Beorn, and the Elven King.
- Bilbo and Gandalf, while avoiding Mirkwood, head back using the same path they took to Lonely Mountain.
- On their journey home, they stop at Beorns to rest, and at Elrond's home. There they rest and eat and stay among friends.
- They continue their travels and get to the place where they had stashed gold early in their travels. Gandalf encourages Bilbo to take it since he may need it.
- Upon arrival in Baggsend, Bilbo finds his things and house up for auction—they through that he had died.
- He gets most of his stuff back, settles in, and writes his memoir. The local people think the he has become "odd" while his nieces and nephews adore him.
- One autumn, Balin came to visit with Gandalf. The three relived their adventures together.

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

Map

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The front of the book has a great map of “Thrors Map” and “Wilderland”. Blow the maps up to poster size and post them somewhere in the classroom. It is a great way to track the characters as they travel and you can use it for your timeline.

Class Project
Continue brainstorming “Everyday Heroes” in your community and encourage students to seek out and interview individuals in their community who they view as heroic.

Heroic Journey Poster
Make a large version of the Heroic Journey chart and post it in the class. As the hobbit, Bilbo, goes through the journey, add descriptions as a class.

EXPLORE

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

Key Questions

1. Where was Bilbo found? What do you think must have happened to him?
2. Page 289, Bilbo says, “‘It’s me, Bilbo Baggins, companion of Thorin!’” Thorin had turned against him. Why did Bilbo still stand by him? Does he repair the bridge he has burned?
3. What does Thorin realize about the gold and silver as he lay dying? (p. 290)
4. What is the true role of a friend? What do you do to be a good friend? What do others do for you?
5. What do you think Bilbo learned from this adventure? How has he changed? Do you believe that he will be more courageous from now on?
6. What is the most important thing that you learned from Bilbo Baggins adventure? How has he shown good leadership qualities?
7. Do you think he will go on another adventure?
8. What is the difference between and internal and external reward? What are the internal and external rewards Bilbo has received?
9. Would you read another Tolkien book about Middle Earth? Research other books that Tolkien has written. Do any of them seem attractive to you?

Analyze Analyze the key paragraph.

Key Passage, p. 290

“‘No!’ said Thorin. ‘There is more in you of good than you know, child of the kindly West. Some courage and some wisdom, blended in measure. If more of us valued food and cheer and song above hoarded gold, it would be a merrier world. But sad or merry, I must leave it now. Farewell” (p. 290).

EXTEND

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

Imagine a great triumph you will achieve in the future. Imagine the awards ceremony that would follow to congratulate you on your achievement.

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Write 1-2 creative paragraphs vividly describing the scene and your emotions during the ceremony. Feel free to be as creative as possible – use sensory language, reflection, description, dialogue and even multiple points of view to contribute to a feeling of satisfaction. Think about the award you are receiving and describe it thoroughly. What did you have to do to receive it? What were some challenges you had to overcome? How did you display courage or leadership in order to receive it? When you have completed your assignment upload it to the online forum of your choice (Google Docs, Blog).

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

Community Connection

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Final Writing Product

Outcomes for Today

W3. Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (i.e., a sense of mystery, suspense, growth, or resolution).
d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes.

Pretend you are Bilbo Baggins and you are writing a memoir.

Write a business letter to the readers of your memoir to be used as your cover letter.

- Introduce yourself and explain the context of the tale you have written.
- Discuss the most important thing you learned on your adventure
- Suggest what you hope readers will get out of your memoir.
- Close how you see fit.
- Use a variety of narrative techniques (reflection, description) to support your personal experiences
- Use descriptive language and sensory details to create and develop a vivid picture of your experiences and a sense of accomplishment
- Be sure to revise after your first draft and edit your final copy.

The second option for the final writing product for *The Hobbit* is a Literary Criticism/Response to literature. Review and provide the attached historical context of *The Hobbit* with your students.

Write a 5-paragraph essay comparing The Hobbit with the period it was written in.

How are the themes present in the novel influenced by the period in which it was written in? How was the author influenced by the events occurring in the 1930's?

Your essay should include a strong focused introductory paragraph, 3 body paragraphs citing examples from the text or other literary or informational sources, and a conclusion.

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Use descriptive techniques to build your argument; your main points should build off one-another to and create a strong claim.

Use the attached historical context, "What is a hobbit?" inside cover of the novel, and prior knowledge of the time period to help support your answer. You may use authoritative digital or print resources to help provide information and research that will help you create your critique. Think about the following questions as you start your writing:

- How does Bilbo's Baggins, a hobbit that just wants to be left alone, compare to the world in turmoil during WWI and WWII?
- How did the final battle of the book compare to WWI and WWII?
- How does Bilbo's friends and enemies compare to the world during this time period?
- Is it significant the author chose to write a fantasy book during this time period? How is fantasy used to help people cope?

Historical Context

Pre-World War II England

When *The Hobbit* was published in 1937, Europe was in turmoil. The German dictator Adolf Hitler made no secret of his plan to expand German territory and rid his country of certain minorities, in particular the Jewish people. Many English politicians, including Winston Churchill, recognized the potential danger of Hitler's regime. However, British Prime Minister Neville Chamberlain sought to avoid conflict with Hitler. In March 1938, Hitler's forces annexed Austria and created a crisis throughout Europe. Chamberlain's controversial response was a policy of "appeasement," which allowed Hitler certain territories like Austria. He signed the Munich Pact with Hitler after the Austrian annexation to avoid war and proclaimed, "I believe it is peace in our time." A month later, Germany occupied the Czech Sudetenland. Yet when Germany invaded Poland on September 1, 1939, Great Britain and France declared war on Germany two days later. Chamberlain was forced to resign in May 1940; Churchill took over and led the country through the difficult years of World War II.

With the start of World War II, constant air raids and threats of invasion from the European continent endangered the English. Meanwhile, English casualties mounted and the German forces (as well as Benito Mussolini's Italian army) gained much ground early in the war. Tolkien believed that fantasy literature comforted people in such anxious and difficult times, and certainly *The Hobbit* serves as an excellent example of escapist literature.

Oxford University and the Inklings

Oxford University is the oldest English-speaking University in the world. Since 1096 teaching has existed at Oxford in some form. The university is comprised of thirty-nine independent, self-governing colleges, including Exeter College, which Tolkien entered in 1911.

At Oxford, Tolkien studied the classics, including Greek and Roman languages, literature, art, history, and philosophy, as well as modern languages, literature, and philosophy. He was awarded a degree with first-class honors in English Language and Literature just before he left for France to fight in World War I.

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After the war Tolkien returned to Oxford to work as a teacher and tutor for the English School. Over the next several years, he established a reputation as a brilliant philologist and linguist. From the mid-1930s until 1962, Tolkien was part of an informal literary club at Oxford known as the Inklings. The group included several famous English writers, poets, essayists, and critics of the time, including Tolkien's close friend C. S. Lewis, as well as Owen Barfield, Hugo Dyson, and Charles Williams.

The Inklings would read and discuss their writings with each other. Many of the members encouraged Tolkien to publish *The Hobbit*. Tolkien also read most of *The Lord of the Rings* to the group years before it was published. The Inklings dissolved when Lewis became ill in 1962 and died the following year.

Compare & Contrast

- **Late 1930s:** Hitler occupies Austria and the Czech Sudetenland in 1938. British Prime Minister Neville Chamberlain adopts his controversial "appeasement" policy in an effort to mollify Hitler. The strategy is doomed when Hitler's aggression leads Germany to invade Poland on September 1, 1939. Two days later Great Britain and France declare war on Germany.
  Today: The European Economic Community (EEC) is an economic powerhouse. A new European currency, the Euro, is issued. However, political events threaten economic progress for Europe as the conflict in Yugoslavia wreaks havoc in the Balkans. Also, Serbian aggression in Kosovo leads to the NATO bombing of Belgrade.
- **Late 1930s:** In South Africa, Tolkien's birthplace, the Native Laws Amendment Act is passed. This law extends the long-established system of pass laws, which require blacks to carry special papers to stay in the cities. This law is only one in a series over many years establishing the apartheid (apartness) system in South Africa.
  Today: Nelson Mandela retired as President of South Africa and passed away in 2013. Imprisoned in 1961 for protesting the apartheid system, he was freed in 1988 and elected president of South Africa. Apartheid has been dismantled for many years, yet the effects of the policy are still evident throughout South African society.
- **Late 1930s:** With the advent of World War II, military production provides a spark for American manufacturing and industrial production. As a result, the United States begins to reverse the economic collapse of the Great Depression.
  Today: The economies of the United States and Europe are strong. Due to the government's efforts to adopt a more democratic system, the Russian economy experiences a difficult transition. Japan suffers from a recession because of various factors, including a banking crisis.

http://www.answers.com/topic/the-hobbit-novel-5

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Character Based Literacy Program 60-Minute Lesson Plan
The Hobbit, Community Connection

The overall theme of the heroic journey is working together to accomplish a common quest or goal. As a class discuss social issues that affect them and their communities. Have students brainstorm as many idea's as possible. Some examples are: a community may need a crosswalk or new signal, lights that are broken at their park, no safe place to recreate, etc. Choose one idea on the list the entire class can work together to fix.

Our issue is:

_____

Discuss and brainstorm possible solutions:

_____
_____
_____
_____
_____

Create an action plan to determine what solutions are the most practical for you and your group:

_____
_____
_____
_____
_____

Assign tasks and deadlines to your group and start creating your project:

_____
_____
_____
_____

Evaluate your action and the steps you took. What could you have done better or differently?_____
_____
_____
_____

Modifications:
This is a basic outline for a project. School and site settings vary so modify the project to meet the needs of your students. If you are in a court school setting students can write letters as their form of action. Community school students may choose to visit their local community and plan a volunteer project. Independent Study Students may choose to create one project and work together on it.

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