Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Introduction

Outcomes for the Novel

Roll of Thunder, Hear My Cry- Mildred D. Taylor

Focus and goals for this unit: Our goals for this unit are for students to be able to identify the structural features of a newspaper and use those features to obtain information. They will compare and contrast different features of a 1933 newspaper and a modern day paper. The main written product is a narrative letter to the editor.

Standards addressed throughout this lesson:
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit Roadmap

- Unit's big idea or theme = **Courage Requires Fortitude**
- **Definition: Courage Requires Fortitude**: Self-control requires courage. Courage requires self-control. Power comes from self-control. Self-control requires making decisions and carrying them out. Courage requires self-control to overcome thrill. Making a decision gives you power and control.
- Final Project: Constructing a 1933 newspaper and writing a current letter to the editor. Steps for the final product are imbedded in the lesson plan on days, 5, 6, 8, 10, 11, 18, 20, 21.The final writing product is located on days 22-24. The steps for the project and final writing are detailed so please preview.

<u>Ongoing classroom project:</u>
Create a T Chart

In the first column list one injustice from the reading.
In the second column list what you would want to do;
In the third column list what the characters do/ or should do to fulfill their heroic journey.

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 1

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

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.

The Prepare phase on the first day of a unit is always slightly different from other days, as the teacher will be introducing the unit as a whole. Giving middle school students a roadmap of what the unit is about and what they can expect lessens anxiety and increases motivation and excitement.

Teacher gets students motivated about the reading. The context and background information is discussed so students have an accessible point of entry into the story. Introduce Word Wall words.

- Show them novel, *Roll of Thunder*→ any predictions given the cover?
- Quick summary: This is the story about a black family trying to survive when prejudice against blacks surrounds them.
- Introduce Mildred Taylor and the setting.
- 1933 Mississippi. See URLs for more information on the south during this time period! A photo speaks a 1000 words.
- Give the historical context. Place photos up on the board or walls before students arrive. Attract their attention and talk about this time period.

Mississippi History Now:

- In general a great site for historical facts and photos is also: http://www.digitalhistory.uh.edu

The History of Jim Crow Laws- "The transition from segregation to civil rights."
Eyewitness to Jim Crow

What is the reconstruction period?

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The Union victory in the Civil War in 1865 may have given some 4 million slaves their freedom, but the process of rebuilding the South during the Reconstruction period (1865-1877) introduced a new set of significant challenges. Under the administration of President Andrew Johnson in 1865 and 1866, new southern state legislatures passed restrictive "black codes" to control the labor and behavior of former slaves and other African Americans. Outrage in the North over these codes eroded support for the approach known as Presidential Reconstruction and led to the triumph of the more radical wing of the Republican Party. During Radical Reconstruction, which began in 1867, newly enfranchised blacks gained a voice in government for the first time in American history, winning election to southern state legislatures and even to the U.S. Congress. In less than a decade, however, reactionary forces–including the Ku Klux Klan–would reverse the changes wrought by Radical Reconstruction in a violent backlash that restored white supremacy in the South.
http://www.history.com/topics/reconstruction

The novel is set during reconstruction. In today's reading the characters are introduced and so are the disparities between blacks and whites.

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

Introduce 5 important, useful words from today's reading

lagged (3)	meticulously (3)	concession (4)	emaciated (8)	gullies (12)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

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

p. 3-15

Setting	Characters	Pages
Introduction of characters	Logan family: Cassie-9 yr. old girl (narrator) Brothers: Little Man (6), Christopher-John (7), Stacey (boy-12) Mama Big Ma (grandmother) Papa T.J. Avery Jeremy Claude (T.J.'s brother)	
Road to school	Cassie, Little Man, Stacey, Christopher John	3-6

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Cassie reflecting	Papa, Cassie, Big Ma, Mama	7
Road to school	Cassie, Little Man, Stacey, Christopher John, T.J. Claude	8-12
Bank on the side of the road	Cassie, Little Man, Stacey, Christopher John, Jeremy, Lillian Jean	12-15

RESPOND

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

Students might mention:

- The characters are introduced as they are walking to school.
- Papa has left the farm to work on the railroad in order to contribute to the family.
- Emphasis on owning land is prevalent in the family.
- They mention the "burnings" that happened.
- The kids learn about the burnings from T.J.
- Stacey learns that he is a victim to T.J.'s dishonesty and he got whipped for it.
- The bus with white kids comes by and splashes them with muddy water and all the white kids laugh.
- Little man cannot figure out why the bus tries to get them dirty and runs close to them.
- Jeremy is going to the white school. The kids don't understand why he talks to them and why they have a longer school year.

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

Create a T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. The kids are on their way to the first day of school, each dressed in their best clothes. What does that say about their value for education?
2. What obstacles or challenges do the kids have to face in order to get to school?
3. What factors contributed to the Logan Family getting their land? What factors contribute to them keeping it? Why is land considered sacred to them?
4. T.J. describes Mrs. Logan as looking "like death" when she spoke to Mrs. Avery about the burning? What is he describing? What does death look like in this situation?

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5. T.J. blames his brother Claude and gets him whipped for being in Mr. Granger's store. Why does Claude take the abuse? What family dynamics are at play? Do you have similar roles in your family?
6. The bus runs by and kicks up dirt. Little Man doesn't understand all of the dynamics. How would you explain to a young child during this time period what was happening?
7. Jeremy meets the kids each day on the road. He has befriended them. Why would he risk being ridiculed to be with them and walk with them? What is the social order?

Analyze Analyze the key paragraph.

Key Paragraph, p. 14

"He was a strange boy. Ever since I had begun school, he had walked with us as far as the crossroads every morning and met us there in the afternoon. He was often ridiculed by the other children at his school and had shown up more than once with wide red welts on his arms, which Lillian Jean, his older sister, had revealed with satisfaction were the result of his associating with us" (p. 14).

EXTEND

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

Jeremy chose to associate with the Logan kids. He risked his friends and family members teasing him and also being beaten. Why would he choose to endure that kind of suffering to befriend the Logan's?

Write a one-paragraph narrative in which you describe a time you decided to be teased for the sake of doing the right thing. It can be a time you decided not to go and do what others were doing, a time you stood up for someone, or a time you choose to practice or study instead of be with your friends. Introduce your reader to the situation and to the characters. Using vivid details and words "show" your reader what happened. Tell your story in a logical order.
Close by explaining how the situation affected you.

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

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 2

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.

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 *"to bite the hand that feeds you"* signify?

"To bite the hand that feeds you means to treat someone badly that has helped you in some way, often someone who has provided you with money.

In today's reading Mama takes the books that have been given to the kids and refaced the fronts. She welcomes someone from the school district coming to see the condition their school is in. Miss Crocker tells her she is biting the hand that feeds you, meaning she is standing up to the people who pay her.

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

dismal (15)	plantation (15)	sharecropped (16)	ebbed (21)	temerity (23)

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.

p. 15-31

Setting	Characters	Pages
Mississippi 1933	Logan kids, Jeremy, Lillian Jean	
Great Faith Elem. School	Mary Lou Wellever, Logan kids, Lillian Jean, mama	15-28

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Great Faith Elem. School	Mama, Miss Crocker, Cassie	28-31

RESPOND

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

Students might mention:

- The children arrive at school and are supposed to receive "new" books.
- Their books are very old, dirty and worn.
- Little man refuses his book. Cassie looks at the inside cover and realizes why he is upset.
- Cassie got whipped with a hickory stick because she refused to accept it.
- Miss Crocker goes to mama to tell her about the kid's defiance. She agrees with their punishment.
- Mama looks at the book and sees why the kids are upset.
- She starts to glue blank pages over the cover page.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What was Great Faith School like? What other purpose did it serve? Why was it important to have a multi-use facility in the community?
2. How are clothes cared for? Why did they wear their Sunday best for school? What value do they place on education? How can you tell?
3. What was the value of sitting near the potbelly stove? What conditions do the kids withstand in order to get to school?
4. Mrs. Crocker tells the kids they are getting new books? What are the books in reality? If you were Little Man what would you choose, the "new book" or nothing? Explain.
5. Little Man and Cassie were born into their skin and their situation. Do you think they have to accept their fate? Can you change a situation or circumstance by accepting your fate?
6. Cassie wants to tell Mama what had happened before Miss Crocker does. Why? What will she gain? Why is it important to tell you side of the story and "confess" first?
7. How does Mama show her support of Cassie and Little Man? Why is that important?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 30

"'Well, I just think that you are spoiling those children sometime, Mary. They've got to learn how things are sometime.'

'Maybe so,' sais Mama, 'but that doesn't mean that they have to accept them…and maybe we don't either'" (p.30).

EXTEND

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

Miss Crocker feels that the kids and Mama are wrong for not wanting to accept the world the way it is. Miss Crocker and many others feel that they should accept things the way they are. Mama realizes that the kids are right and they do not have to like or accept their situation. Her support and actions are very empowering.

Write a narrative paragraph about a time that you were empowered to change your situation. Introduce your situation and describe the characters that made you believe something could be different. Use dialog and details to show how they empowered you to be better or do better.

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

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 3

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 cotton gin?
Eli Whitney was the inventor of the cotton gin and a pioneer in the mass production of cotton. Whitney was born in Westboro, Massachusetts on December 8, 1765 and died on January 8, 1825. He graduated from Yale College in 1792. By April 1793, Whitney had designed and constructed the cotton gin, a machine that automated the separation of cottonseed from the short-staple cotton fiber.

Advantages of Eli Whitney's Cotton Gin
Eli Whitney's invention of the cotton gin revolutionized the cotton industry in the United States. Prior to his invention, farming cotton required hundreds of man-hours to separate the cottonseed from the raw cotton fibers. Simple seed-removing devices have been around for centuries; however, Eli Whitney's invention automated the seed separation process. His machine could generate up to fifty pounds of cleaned cotton daily, making cotton production profitable for the southern states.

What constitutes a bale of cotton?
A bale of cotton weighs roughly 500 lbs. is 54-55 inches long and 20-21 inches wide.
http://www.cotton.org/tech/bale/bale-description.cfm
Once picked, cotton has to be cleaned, milled, and graded before it is baled and made into garments.
In today's reading the kids, Big Ma, and Mama are in the field picking cotton. They discuss how they almost have enough for another bale . . . cotton by nature is very light so to pick 500 lbs. would take a long time.

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

scoffed (32)	sinewy (33)	dwarfed (33)	formidable (34)	ebony (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.

p. 32-41

Setting	Characters	Pages
The Logan Fields	Big Ma, Cassie, Christopher-John, Little Man	32-33
The Logan Fields	Papa, Mr. Morrison, the kids	34-35
The Logan Home	The Logan Family and Mr. Morrison	35-38
Church	The congregation, Big Ma, Papa, the kids	38-41

RESPOND

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

Students might mention:

- The kids and Big Ma are working in the fields.
- Papa comes home from working on the railroad.
- He brings Mr. Morrison, who will look after the family when Papa is away.
- Mr. Morrison is described and his skin has been burned. Mr. Morrison tells Big Ma that he had been fired and explains why.
- They go to church and hear that John Henry died.
- The story is told of how that happened—whites against blacks.
- Papa warns the kids to stay away from the Wallace store.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column list, what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the role of all of the family members at the home?
2. Mr. Morrison looks around the home before settling near the fire place. What is the difference between a house and a home? What does the Logan family have? What would you like to have?

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3. Why is papa working in Vicksburg? How does each member of the family sacrifice to have land and a home?
4. Why is Mr. Morrison compelled to tell Big Ma how he got fired? What does this say about his character?
5. The family goes to church and learns of Mr. John Henry Barry. What is the role and purpose of the church during this time period?

Analyze Analyze the key paragraph.

Key Paragraph, p. 37

"Mama stared at Mr. Morrison's deep eyes. 'Whose fault was it?'

Mr. Morrison stared back. 'I'd say theirs.'

'Did the other men get fired?'

'No, ma'am,' answered Mr. Morrison. 'They was white.'

Mama nodded and stood. 'Thank you for telling me, Mr. Morrison. You're lucky that no worse happened and we're glad to have you here'" (p. 37).

EXTEND

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

Mr. Morrison tells Mama his story and was honest about what happened at work. He is a man of integrity**. Write a one-paragraph narrative in which you tell about a time that you were honest about a situation. Give a few details about the situation but focus on the point that you honestly told your side of the story. Use details and dialog to describe the scene. Place your details in order. Write one sentence that tells your reader the end result of your conversation. This situation can be real or made-up.**

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 4

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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PREPARE

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

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What is Plessey vs. Ferguson?
On June 7, 1892, 30-year-old Homer Plessey was jailed for sitting in the "White" car of the East Louisiana Railroad. Plessey could easily "pass" for white but under Louisiana law, he was considered black despite his light coloring and therefore required to sit in the "Colored" car. Plessey deliberately sat in the white section and identified himself as black. He was arrested and the case went all the way to the United States Supreme Court. Plessey's lawyer argued that the Separate Car Act violated the Thirteenth and Fourteenth amendment. **The Plessey decision set the precedent that "separate" facilities for blacks and whites were constitutional as long as they were "equal."**

In today's reading the kids are walking to school. The bus drives by with the white kids going to the "white school" and nearly runs them off the road and leaves them in a cloud of dust. Little Man is furious and doesn't understand why they can't have a bus and they have to walk miles to get to school.

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

rejoicing (42)	thudding (42)	resiliency (42)	emitted (43)	musty (43)

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.

p. 42-56

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Setting	Characters	Pages
Walking to school	Logan family, T.J., Jeremy, bus driver, kids on bus	42-49
Road to school	Cassie, Stacey, Christopher-John, Little Man	49-52
Walking home from school	Logan children, he bus and driver	52-56

RESPOND

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

Students might mention:

- Little Man is frustrated and does not understand why their school does not have a bus. He is angry that he gets splashed by the bus.
- The kids miss an opportunity to get away from the bus and land in a ravine.
- Jeremy never rides the bus and feels badly for his friends who are being picked on.
- The kids decide to get revenge against the bus driver and the kids on the bus that laugh at them.
- Stacey devises a plan for revenge.
- They dig a drench deep enough to break the axle of the bus.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is the kids' walk like to get to school this season? Are there times of year that you think it would be better or worse?
2. Big Ma talks to Little Man about their lack of a bus. Even if their community had the funds for a bus do you think they would be able to get one? Explain? What additional hurdles would there be?
3. Why does Little Man get so upset when his clothes are muddied? What does it symbolize?
4. Jeremy never rides the bus and is friendly to the Logan's. Why doesn't he ride on the bus? Where does he fall into the "order" of people/class during this time? How does that affect Cassie?
5. What is Stacey's plan? Does his plan lack or show courage? How?
6. Do you think the kids on the bus changed their perspective based on this incident?

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7. “Oh, how sweet was well maneuvered revenge”, what does this phrase mean? Is revenge sweet?

Analyze Analyze the key paragraph.

Key Paragraph, p. 45

“‘…One day you’ll have a plenty of clothes and maybe even a car of yo’ own to ride ‘round in, so don’t you pay no mind to them ignorant white folks. You jus’ keep on studyin’ and get yo’self a good education and you’ll be all right’” (p. 45).

EXTEND

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

In today’s reading Big Ma tells Little Man that one day his life will be better and in order to do that he has to have an education. In what ways/forms does education come? **Write a narrative paragraph in which you tell about the education that you have gotten? How does school open doors for people? Explain your value using a lesson that you have learned either in formal school or the school of life.**

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

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 5

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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, "riding tonight" or a night ride refer to?
"Night riding" is synonymous with "white capping" or baldknobbing", all terms denoting extralegal acts of violence targeting select groups and carried out by vigilantes under cover of night or disguise. Beginning in the 1900's, cotton farmers throughout Arkansas, Mississippi, and Tennessee were often targets of the riders seeking to intimidate the farmers into selling their crops. In many cases night riders had racial overtones that hearkened back to the days of post reconstruction and the KKK.
http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=3008

In today's reading the kids seek retaliation at the bus and the kids. They dig out the road to make it look like it had been washed out. The bus gets caught in their trap and breaks an axel. The kids and Mama are laughing at the situation. Mr. Avery comes by to tell them that he heard a rumor that there was going to be a "ride tonight".

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

defiantly (57)	triumphant (57)	quizzically (60)	lulled (65)	caravan (67)

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.

p. 56-68

Setting	Characters	Pages
Logan Kitchen	Logan family	56-57

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Logan Study Table	Logan Family	58-59
Logan Home	Logan Family, Mr. Avery,	59-60
Bedrooms	Logan children	60-65
Outside	Cassie, Mr. Morrison, Mama, Big Ma, Jason (the dog)	65-68

RESPOND

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

Students might mention:

- Mama comes home and tells the family about the washed out road. The kids did not consider that mama or other children may have gotten hurt.
- Mama tells them that she is happy that the bus was broken and they all share in the joy.
- Mr. Avery visits the Logans and warns them that danger lurks and the white folks are "riding tonight."
- The kids are sent to their rooms, but end up listening. Mama grabbed her rifle.
- Cassie sneaks outside and sees a caravan of car lights pull into the driveway. Some men got out and then retreated.
- Once they were gone, Cassie saw Mr. Morrison come from the side of the house, with a shotgun in his hands. Cassie felt scared.

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

T Chart

In the first column list one injustice from the reading.
In the second column list what you would want to do;
In the third column list what the characters do/ or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What are the unintended consequences of the kids "washing out" the road? Why is it important to consider all of the consequences of payback prior to doing it? What other area's in life have unintended consequences?
2. What is the process Big Ma goes through to iron? Consider that the kids get their clothes washed daily why is this a big endeavor?
3. How does Mr. Avery, Big Ma, and Mama refer to each other? What do the titles convey?
4. Stacey offers to help, papa told him to. What is the best help he can give mama at this point? What is the best help you can give your parents at this time in your life? Is it easy to do the obvious?

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5. What do Big Ma, Mama, and Mr. Morrison share once they learn about the ride? Do the riders have any reason to choose their victims? Does the family have a right to protect themselves from the riders?

Analyze Analyze the key paragraph.

Key Paragraph, p. 67

"Jason began barking now that danger had passed, but he did not come out. As I reached for the porch to steady myself, there was a sense of quick movement in the darkness. The moon slid from its dark covers, cloaking the earth in its shadowy white light, and I could see Mr. Morrison clearly, moving silently, like a jungle cat, from the side of the house, to the road. With a shotgun in his hand" (p. 67).

EXTEND

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

Mr. Morrison, Mama, and Big Ma all responded to the news of the ride by choosing to protect the kids. They protected them from information and from the threat if the men would have done something at the house.

Write a narrative about something or someone you would protect. Who is that person or what is that thing? Using descripting tones and language tell why you value them to want to protect them. Focus on one snippet of what makes them awesome.

Final Project

***ITEM #1* → Newspaper item # 1:** The **montages** of Cassie's "neighborhood" and life will be included in the "Local" section of the 1933 newspaper that they will each create.

- **Setting the scene through montage:** A montage is one picture made up of many different scenes. You will be drawing a montage of both Cassie's life on the farm and your life.

- Think of several of the scenes you have read about this week and compare them to your reality:
  - The Logan kids **walking to school**- *How do you get to school? What do you see along the way? What did they see and experience?*
  - What would it be like to live on a farm and climb and pick cotton? ***What chores*** *do you have and how do you help around the house? Do you live in the country or the city?*
  - What does **Cassie's house** look like in your imagination? *What does* ***your house****, apartment or where you live, look like?*
  - *Each student will have a large poster size piece of construction paper.* Carefully fold and then tear it in half (or cut it). Use one side to depict different scenes from Cassie's reality. Use the other to depict your own.

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 6

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 churn butter? (picture included)

Churning butter is the process of separating the cream from the milk of any animal. Once the cream has been harvested it is then soured for a period of time by leaving it out. A butter churn or jar can be used to mix the cream for a period of time until butterballs are produced. The milk by product that remains is “butter milk”.

In today’s reading Cassie is churning butter for the family.

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

verge (70)	clumsy (71)	prevailed (73)	ploy (74)	tenant (77)

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.

p. 69-77

Setting	Characters	Pages
Logan Kitchen	Big Ma, Cassie, Mama	69-72
Logan home	T.J., Cassie, Little Man, Stacey, Christopher-John	72-75
Outside	Cassie, Little Man, Stacey, Christopher-John	75-77

RESPOND

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

Students might mention:

- Cassie starts to feel responsible for the men coming to the house because of what they did to the bus. She knows it was wrong and she physically starts to feel ill because of it. Mama does not know what is wrong.
- She is sent from the kitchen and joins the boys in the family room.
- The children are talking about the nightriders and are afraid that they will come after them because of their trick.
- They learn that a man had been tar and feathered.
- They go outside to fetch milk and T.J. returns to the house.
- They go back to find T.J. and catch him in their mother's school belongings.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Cassie's reaction after seeing the night men? What are typical reactions to stress? How do people cope with this type of stress?
2. Why are the kids worried?
3. Why does T.J. sensationalize the man's tar and feathering? What is his source of information? Does this type of gossip among kids create issues? Should mama be telling the kids more about the situation?
4. Little Man wishes he would have seen the night riders. Christopher-John is upset and wishes he would not have ever had anything to do with the bus or

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the night riders. How does age and experience determine how you react to different/similar situations?

5. T.J. is caught going through their mothers things, but turns it around and accuses them of not trusting him? What does that type of behavior say about T.J. and his character? Why do we hang around people who shame us like that?
6. Why is it important to trust others? At what point do you stop trusting a friend?

Analyze Analyze the key paragraph.

Key Paragraph, p. 76

"'Well I don't,' declared Christopher John. 'In fact, I wish I'd never heard of no night men or busses or secrets, or holes in the road!'" (p. 76).

EXTEND

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

The kid's knowledge of the night men, their involvement with the bus, and knowing about the happenings around them are stripping them of their innocence. Think about a time that you learned about a significant event that changed you forever. It could be a world event, the loss of a loved one, a new birth, a move, or taking the winning shot in a game.

Write a narrative paragraph in which you share that event. Describe the event. What happened? Who was involved? Share the sights and sounds that you remember. Write in a logical order. Close by sharing with the reader one aspect of the event that changed you most.

Final Project:
ITEM #2→ Newspaper item # 2= Map of state and weather forecast

- **Your map will be on the back page of your local section.**

- Here are some resources to get you started:
  - Historical facts and pictures: *www.digitalhistory.uh.edu*
  - Mississippi **weather:**
    - Hot, humid summers and mild winters
    - Winter temps run 31 to 60F
    - Mild winter, mostly rain
    - High humidity and temps of 90F in the summer
    - March-May 43-85F; humidity running 54%-85% range
    - Spring more unstable with severe thunderstorms and occasional tornadoes
    - Weather more stable in the fall
    - Highest temp: 115F July 29, 1930
  - Mississippi **state flag**

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- Where in your local paper might you place the flag? Be creative. Your paper should reflect reality in general, but there is also latitude for creative expression, make sure it is school appropriate.

- **Critical reading and discussion:** *Given some of the clues in the book, what time of year do you think it is? How do you know?*

  - **Draw a map of Mississippi** with any details that seem important to you. Then, **write a 5-day forecast** for the weather. Look at a local newspaper as a model for how to do this. Add any other details you think are important. Remember, the year is 1933. What do you know was going on then?
  - Severe dust?
  - Severe rain?

- **Additional questions to answer about the state of Mississippi on next page.**

- **If time, discuss:** *How is the state of Mississippi like or unlike the state you live in?*

Mississippi- What do you know?

Directions: Use appropriate references to find the answers to these questions.

Population	
Rank in population	
Capital	
State nickname	
State Flower	
State motto	
Highest point	
Lowest point	
Time zone	
Three largest cities and their populations	1) 2) 3)
	Find the city of Vicksburg on a map of Mississippi. The small city is near the middle of Mississippi's western border. It is just west of the fictional town of Strawberry in the novel.
Vicksburg is next to what river?	
What states boarder Mississippi?	

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 7

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 corporal punishment?
Corporal punishment is punishment applied to the body of an offender including the death penalty, whipping, and imprisonment. It is punishment administered by an adult (as a parent or a teacher) to the body of a child ranging in severity from a slap to a spanking. This practice occurred in United States schools at late as 1987.
In today's reading Stacey is whipped at school because the teacher thought he was cheating. There was a period of time in school where principals, teachers, and assistants could spank, paddle, or whip kids who misbehaved at school.

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

discreetly (78)	haughtily (78)	pursuit (80)	shuddered (86)	vaguely (89)

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.

p. 77-90

Setting	Characters	Pages
The Logan Home	Logan kids, Mr. Morrison	77-78
School	T.J., Logan kids, Mama	78-83
Wallace store	Kaleb Wallace, R.W., Melvin, Mr. Morrison, Mr. Granger	83-86
The wagon	Mr. Morrison, the Logan kids	86-88
The Clearing	Big Ma, Cassie	88-90

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RESPOND

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

Students might mention:

- Stacey gets whipped because the teacher thought he was cheating.
- He was set up by T.J. who stole the information from Mama.
- After school, T.J. tries to escape the wrath of Stacey, so he runs to the Wallace store, where the Logan kids know they are not supposed to go. They follow T.J. anyway and T.J. and Stacey get in a fight. Mr. Morrison arrives and brings them home.
- Mr. Granger had visited their land and told Big Ma he wanted the land back. They had worked hard to attain that land.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. The kids are instructed to help Mr. Morrison clean the shack. All of the kids liked him however, Stacey is very reserved. Why does Stacey not like Mr. Morrison? What is Mr. Morrison's role on the farm?
2. Stacy was whipped at school. How did his association with T.J. get him in trouble? Why did he not tell on T.J.? How do you deal with the "T.J.'s" in your life?
3. Stacey headed to Wallace's store to find T.J. All of his siblings knew he shouldn't go there, and shouldn't try to find T.J. but they followed him anyway. What role does family play in the choices you make?
4. Mr. Morrison tells Stacey he will not tell Mama about the fight. What does he expect Stacey to do? How will Stacey's confession help him later? Why is it important to honestly tell when you make a mistake?
5. Big Ma tells Cassie about the past. Why is it important to remember the past? How does the past help you make decisions about the future?

Analyze Analyze the key paragraph.

Key Paragraph p. 87

"'Sometimes a person's gotta fight,' he said slowly. 'But that store ain't the place for doing it. From what I hear, folks like them Wallace's got no respect at all for colored folks and they just think it's funny when we fight each other'" (p. 87).

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EXTEND

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

Mr. Morrison acknowledges the need to fight and for Stacey to get justice from T.J. but he also knows that doing it in front of the Wallace's and fighting amongst themselves is the worst thing they could be doing. Think about a time in your life that you wanted to fight for yourself, for an idea, or an ideal (real or imagined).

Write a one-paragraph narrative in which you tell about your personal fight. Who was involved? Describe with details and dialog what happened. Use descriptive details and language. What was the end result? How did this event change you?

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 8

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 confederate currency vs. regular currency?

The Confederate States of America issued a total of seven issues of currency during its existence beginning with the Act of March 9th, 1861 and ending with the Act of February 17th, 1864. The first notes were issued through the Confederacy's original capital of Montgomery, Alabama and these notes are considered extremely rare. Once the state of Virginia seceded and joined the Confederacy, the capital was moved to Richmond in May 1861. All 2nd through 7th Issue notes were issued through Richmond. The currency was initially backed by goods the south had. As the south got further in debt due to the war the currency became worthless.

In today's reading Big Ma reflects on her life and how the family acquired the land and became independent. She tells Cassie how Mr. Granger lost the land and how he wished things were like they were before the war.

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

ransacked (91)	swish (93)	glint (94)	fathom (96)	intermingled (97)

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.

p. 91-101

Setting	Characters	Pages

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Clearing/pond	Big Ma and Cassie	90-95
Logan Home	Mama, Stacey, kids	95-96
Smelling's Creek	Mrs. Berry, Mr. Berry, mama, Logan kids	96-98
Road home	Mama, kids, and neighbors	98-101

RESPOND

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

Students might mention:

- Big Ma was remembering her life and how she started the farm with her husband.
- Mr. Granger wanted his land back, and wanted things to be like they were before the Civil War. He did not like it that the Logan's had land.
- Stacey confesses to Mama about fighting T.J. in front of the Wallace store.
- Mama takes the kids to visit the Berry's. Mr. Berry was burned severely. The Wallace's were responsible. Mama wanted to make sure the children knew the horrific things the Wallace's have done so that they understood to stay away from their store.
- Mama talks with people about getting supplies from a different store in Vicksburg.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What happened to Southern (Confederate) Currency during reconstruction?
2. Can money still lose value in present day markets? How?
3. Why does Big Ma share with Cassie about the farm and the Granger's? Why is it important to know your past but not live in it? Compare the Grangers and the Logans; is one of the families living in the past? Which one? How?
4. How did Mama punish the kids? What was she trying to teach them? How was her lesson better than whipping them?
5. Mama goes to visit the Berry's. She is doing the right thing by reaching out to them why is it so important for her to visit the living and the dying?
6. Mama is trying to get families to purchase items from another store. What is she trying to accomplish? How is she trying to accomplish it?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 100

"'Mr. Turner,' Mama said in a whisper, 'what if someone backed your signature? Would you shop up in Vicksburg then?'" (p. 100).

EXTEND

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

Mama is trying to solve a problem. Get the families to start shopping in Vicksburg where they are treated better and hurt the Wallace's economically. She is using a very passive yet strong form of protest to stand up for what she believes in and is trying to teach her children that they can make a difference in the process.

Think of a time that you used a passive form of "protest" to get what you wanted (real or made up). **Write a 1-paragraph narrative that shares with your reader how using passive forms of protest were more effective than being loud and vocal. What was the situation? What happened? Based on your actions, what was the end result?**

Final Product

ITEM # 3 → Newspaper item # 3= Interview in Feature section

- **Prompt, storytelling, interview:** Mama teaches her children a lesson by both physically visiting Mr. Berry and having them see him and the damage that the Wallace's caused, as well as, telling them the **story** of what happened. We learn many lessons from stories and they can help others make appropriate decisions.
    - For instance, in telling the story of Mr. Berry, hopefully the children will make the choice of not going to the Wallace's store.
    - Or in telling adults about the Wallace's and what they have done, Mama is trying to get them to buy their supplies from another source.

- **Imagine you are one of the Logan children.** You will be interviewing one another for a **feature article in your newspaper.** Retell the story of the Berry's, tell another related story to the reporter, talk about what really happens at the Wallace store, or interview Mama about wanting people to shop somewhere else.
- Get in partners. One person will be a **character** and one will be the **reporter.**
- **Or**, if your students are not ready to do partnered work like this, have the **teacher be the reporter or one of the characters and have a student play one of the other roles. Have the rest of the students take notes.**
    - **Write up your interview by listing at least 3 or 4 questions for the character and his or her answers.**

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 9

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 rites of passage?
A rite of passage is a ritual or ceremony signifying an event in a person's life indicative of a transition from one stage to another, as from adolescence to adulthood. In the Jewish culture it would be considered, a bat or bar mitzvah which is the equivalent of a quince era.

In today's reading the Stacey and Cassie are allowed to go to Strawberry with Big Ma. This is a significant rite for them as this is their first trip to the "city".

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

subdued (103)	warily (104)	wheedle (104)	promenading (107)	recoiled (111)

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.

p. 102-116

Setting	Characters	Pages
Wagon to Strawberry	Big Ma, Stacey, Cassie, T.J.	102-104
The Market	Big Ma, Stacey, Cassie, T.J.	104-106
Strawberry, Mr. Jamison's Office	Big Ma, Stacey, Cassie, T.J.	106-107
Strawberry, Mercantile	Stacey, Cassie, T.J., Mr. Barnett	107-112
Strawberry, street	Stacey, Cassie, Lillian Jean, Mr. Simms, Big Ma	112-116

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RESPOND

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

Students might mention:

- The children join Mama in going to the market to sell their products.
- Cassie was surprised that they had to be so far behind all the other people selling things.
- Their wagon had to be behind the "white folks' wagons." T.J. Cassie and Stacey go exploring the Barnett Mercantile. T.J. shows Stacey a gun he wants.
- Cassie went into a store and was made to wait until all the white people had been waited on first even though she had been there before them.
- She gets into trouble for speaking up about it.
- Cassie accidentally bumps into Lillian Jean and Mr. Simms pushed her off the sidewalk.
- Mr. Simms and Big Ma force her to apologize to Lillian Jean.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is the trip to Strawberry an experience for the kids? What do you think they were expecting when they arrived?
2. "But by dawn, when the December sun was creeping warily upward shooting pale streams of buff-colored light through the forest, he was fully awake and chattering like a cockatoo" page 104. What type of language is the author using? Why is it effective? What is she trying to convey?
3. Why is Big Ma in the back? What is Cassie's worry? Why does she want to be in the front?
4. Big Ma goes to see Mr. Jamison. Based on the description of him on page 107 what qualities describe him? Explain why?
5. The kids want to go to the mercantile without Big Ma. Do you think the kids fully grasp the gravity of inequality that surrounds them? Why does the family try to protect them from it? Do you think that is good or bad?
6. Do you think that Cassie handled herself appropriately in the mercantile? If the situation were in the present day, what advice would you give her?

Analyze Analyze the key paragraph.

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Key Paragraph, p. 112

"'What's the matter with you? You know he was wrong!'

Stacey swallowed to flush his anger, then said gruffly, "I know it and you know it, but he don't know it, and that's where the trouble is'" (p. 112).

EXTEND

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

In Cassie's case, it is understandable why she would be so upset, and at the same time, she has other options. She could have walked away, knowing that things were not going to change. Think back to your own life. Has there ever been a time you reacted in a situation and later you wished you had handled it differently or with more self-control? The people who have the most courage are those that exercise appropriate self-control and remove themselves from volatile situations.

Write a narrative paragraph about a time that you either did exercise self-control or were proud of it, or a time when you could have chosen to exercise more self-control. What are the benefits to exercising self-control? Relate them to having courage. Be detailed in your response. Give an accurately description of what happened with a logical timeline. Tell who was involved and what the end result was.

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 10

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 difference between respect and fear?
Respect can be defined as, a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
Fear can be defined as, being afraid or worried.

In today's reading Mama tries to explain to Cassie how the whites mistake treating people with fear as having their respect. She tells Cassie that respect is valued more because you give to those who earn it and it comes from your heart.

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

sulked (117)	mutely (121)	lunged (123)	ominously (124)	reprimand (125)

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.

p. 117-129

Setting	Characters	Pages
Ride home from market	Big Ma, Cassie, Stacey, T.J.	117
Barn	Cassie, Stacey	118-119
Logan Home	Logan Family, Uncle Hammer	120-123
Outside	Uncle Hammer, Big Ma, Mama, Mr.	123-124

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	Morrison, kids	
Cassie's room	Mama and Cassie	125-129

RESPOND

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

Students might mention:

- Stacey and Cassie are putting Jack away and they see a car. They learn it is Uncle Hammer's.
- Cassie tells Uncle Hammer and Big Ma what happened in Strawberry. Big Ma learns more details and is shocked.
- Uncle Hammer finds out about what Mr. Simms did to Cassie. He is angry and wants to get revenge. Mama and Big Ma send Mr. Morrison with him.
- Mama explains to Cassie that Big Ma did the best thing she could by reinforcing to Cassie that she should apologize.
- Mama explains the Civil War and how some white folks think they are better than black folks, but that we are actually all the same.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Stacey try to defend Big Ma? Did she really have to force Cassie to apologize? Was there any other way out of the situation with the Simms?
2. Cassie wants to tell her story about being in Strawberry and Big Ma does everything to try and get her to stay quiet? What is Big Ma trying to prevent?
3. Page 123, *"Let it be son*!" she cried, "*that child ain't hurt*." "Not hurt! You look into her eyes and tell me she ain't hurt." Big Ma and Uncle Hammer are arguing about Cassie. Based on the situation who do you agree with? Explain why.
4. Which do you think is worse, being physically hurt or hurt emotionally? Why? Why did Big Ma force Cassie to apologize? Have you ever had to do something similar in order to save face and stay safe?
5. What happened to Cassie as a result of the day's events?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 129

"'Of course they aren't,' Mama said. 'White people may demand our respect, but what we give them is not respect but fear. What we give to our own people is far more important because it is given freely'" (p. 129).

EXTEND

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

You can replace the word white in this passage with any color or ethnic group. Think about respect and fear. How can one be mistaken for another? Why is it important to give of yourself freely to others?

Write a one-paragraph narrative describing a time you were given the opportunity to share of yourself freely. It could be assisting someone else, helping at home, school, volunteering your time willingly. Sharing a talent, with someone else with no strings attached. Describe the situation. What did you do? Who was involved? Use dialog and details to convey emotion and the situation. End your paragraph by telling your reader the end result. How did it change you?

Final Product

ITEM # 4 → Newspaper item # 4= One liner to editor

- **One liner editor comment:** In newspapers, there is often a section near the normal op-ed where people write in one-line comments summarizing how they feel about something.
- Students, put yourself in the shoes of one of the Logan children, Mama, Uncle Hammer, Papa or Mr. Morrison.
    - Decide on who you want to be.
    - Draw a circle in the middle of a piece of paper with your character's name in it.
    - Create a brainstorming web of all the thoughts and feelings you have when you are listening to or digesting all the information about racial injustice.
    - How do you **feel about it?**
    - What do you **think about it?**
    - **Now, condense those feelings into a one-line sentence, where every word counts. Tell the world what you think! How unfair this is! Write it up.**
    - *This will become item #4 in your 1933 newspaper. It will be put somewhere in the main section, near the other letters to the editor.*
- An **example** might be: **Dear Editor:** *White folks who are prejudice need to go back to school and read their history, because slavery ended a while ago.*
- The topics students write on may end up later becoming a longer letter to the editor. The purpose of this exercise is to help them ***grasp significant ideas*** and be concise in their language use, while ***practicing conveying the tone and feeling of the character's experience.***

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 11

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 southern cooking?
The cuisine of the Southern United States is defined as the historical regional culinary form of states generally south of the Mason–Dixon line dividing Pennsylvania from Maryland and Delaware as well as along the Ohio River, and extending west to southern Missouri, Oklahoma and Texas.

In today's reading food is a centerpiece. Mr. Morrison is grateful for having family and good food while he helps at on the farm.
Teachers- If you have the time and the inclination…there's no substitute for having students taste some good cooking. Recipes included.

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

nape (131)	sympathized (133)	gingerly (135)	indignant (136)	billowing (137)

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.

p. 130-139

Setting	Characters	Pages
Logan home	Logan family, Mr. Morrison, Uncle Hammer	130-131
Logan home	Cassie and Mama	131-132
Logan home	Cassie, Stacey, Christopher-John, Little Man	132-134
Logan home	Cassie, Stacey, Christopher-John, Little Man, Uncle	134

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	Hammer, Mama, Big Ma	
The Packard	Cassie, Stacey, Christopher-John, Little Man, Uncle Hammer, Mama, Big Ma	135
Church	T.J., the Logan children	136-137
The Packard	Cassie, Stacey, Christopher-John, Little Man, Uncle Hammer, Mama, Big Ma	137-139

RESPOND

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

Students might mention:

- The kids talk about the situation with Uncle Hammer and Mr. Morrison. They are upset that he did not whip him. Stacey conveys to them that he might have been killed if he did.
- Uncle Hammer gives Stacey a new jacket because his was so worn;
- Uncle Hammer drives the family to church.
- T.J. teases Stacey about his new coat.
- Uncle Hammer takes the family for a drive after church. They go by the Wallace Store and he tells them that he fought with Mr. Wallace during the war.
- Uncle Hammer gases his Packard over a bridge where white folks had gotten there first.
- The white folks thought he was Mr. Granger. Uncle Hammer does it to make a point.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was it important that Mr. Morrison stopped Uncle Hammer from going after Mr. Simms?
2. Cassie describes Mama's smell, she smelled of sunshine and soap. Think of someone important in your life. Who is it? What did they smell like? Why is smell so important?
3. Why is the coat from Uncle Hammer so important/valued by Stacey?
4. Uncle Hammer tells the kids that he and David Wallace fought in the war together. Why is it so insulting that two people of different race/color can fight together but cannot be treated fairly when they return home?

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Analyze Analyze the key paragraph.

Key Paragraph p. 132

"'That'll be a few years yet,' she answered, readjusting the cardboard lining she had placed in her shoes to protect her feet from the dirt and gravel which could easily seep through the large holes in the soles. She set the shoes facing downward and Mama's feet in them, no one could tell what the shiny exteriors hid" (p. 132).

EXTEND

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

Think about a time that you had to do everything in your power to preserve yourself and your dignity and no one knew. They thought that like mama's shoes everything was shiny and new on the outside.

Write a one-paragraph narrative in which you detail the situation. What happened? Where did it occur? Who was involved? Give evidence and convey emotion to your reader. How did the situation resolve itself? This can be real or imagined.

Final Product
ITEM # 5 → Southern recipe

- **Newspaper discovery:** Look at a newspaper and check out the sections that have recipes.
- **Then:** Read the Southern recipes included and notice the **format** that it is written in.
- Then, decide on which one to include in your 1933 newspaper. See also page 145 for additional food ideas. Your recipe will be placed either in the Local section or the Food section. Where do you think it belongs?
  - Additionally, if you have access to the Internet, research some other southern recipes from the time era. What else were people eating in Mississippi in 1933?
  - **Second:** Write up in multiple-step, recipe style directions, a recipe for something you like to eat. **For example,** how would you write up the **step-by-step directions** to make a **peanut butter and jelly sandwich**? Take the reader through each step of the process, following the format. Place in journal.

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REAL SOUTHERN CORNBREAD

Find your cast iron skillet and whip up a batch of cornbread!
Preparation time: 10 minutes
Cooking time: 50 minutes
Ready in: 60 minutes
Makes 8 servings

Ingredients:

2 cups cornmeal
2 cups all-purpose flour
1/2-teaspoon salt
2 tablespoons baking powder
2 eggs
1-cup butter
4 cups buttermilk

Directions:

1. In a large bowl mix together the cornmeal, flour, salt and baking powder.
2. In a separate bowl mix together the eggs, butter and buttermilk. Add to the dry ingredients and stir until well blended.
3. Heat a dry 12-inch skillet over high heat for 2 minutes. Add corn oil to skillet, swirl oil around to coat bottom and sides. Leave remaining oil in pan. Return to high heat for one minute.
4. Pour cornbread batter into the skillet and cook on high heat until bubbles start to form in the center. Remove from stove.
5. Bake in a preheated oven 400 F for 40-50 minutes, or until a knife inserted into the center comes out clean.
6. Serve warm!

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SOUTHERN SWEET POTATOES

This is a vegetable dish that tastes more like dessert. When done, it will have the consistency of pumpkin pie.

Preparation time: 15 minutes
Cooking time: 35 minutes
Ready in: 50 minutes

Makes 8 servings

Ingredients:

2 cans (29 ounce) sweet potatoes
1/2-cup butter, softened
1-teaspoon cinnamon
1/4 cup orange juice
3 eggs, beaten
1/4-teaspoon salt
1/2 chopped pecans
1/2-cup light brown sugar

Directions:

1. Preheat oven to 350 F.
2. Place sweet potatoes in large bowl. Beat with an electric mixer until light and fluffy.
3. Mix in butter, cinnamon, orange juice, eggs, salt.
4. Transfer to a 2-quart casserole dish.
5. Mix the pecans and brown sugar in a small bowl, and sprinkle evenly over the sweet potato mixture.
6. Bake 30-40 minutes until center is firm and edges are lightly browned.

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 12

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 breeding stock?
Breeding stock is a term farmers use to ensure that they are getting the best quality, strongest, and healthiest animals for use on the farm. During slave times the masters used this same principle to ensure they were breeding the best and strongest workers for the plantations. Having strong workers meant more got done and they made a better profit.

Mr. Morrison shares about his life and family. He tells them how his parents were "breeders" and used to create big and healthy babies for the master.

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

admonished (141)	apprehensive (143)	trudged (144)	consoling (144)	wary (148)

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.

p. 140-150

Setting	Characters	Pages
Logan Home	Mama, Uncle Hammer, Logan kids	140-143
School	Cassie, Lillian Jean, T.J., Stacey	143-145
Logan Home	Papa, Logan kids, Mr. Morrison, Uncle	145-148

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	Hammer, Mama, and Big Ma	
Logan Home (Mr. Morrison's story)	Papa, Logan kids, Mr. Morrison, Uncle Hammer, Mama, and Big Ma	148-150

RESPOND

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

Students might mention:

- Mama was going to fix Stacey's coat. She learns he doesn't have it anymore.
- T.J. was teasing Stacey about his new coat and calling him a preacher.
- T.J. tricked Stacey into giving him the coat, saying it was too big.
- T.J. starts wearing the coat and bragging about having it.
- Uncle Hammer tells Stacey not to get the coat from T.J. and he does not whip him but gives him a tongue lashing that was worse than any whipping he could get.
- Cassie misses her father very much. Christmas Eve Papa returns home. Papa, Uncle Hammer, Mr. Morrison, Big Ma and Mama are all talking late into the night about the negative, horrible things that happened in their ancestors' history.

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

T Chart

In the first column, list one injustice from the reading.
In the second column, list what you would want to do.
In the third column, list what the characters do or should do to fulfill their heroic journey.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What tactics does T.J. use to get the coat from Stacey?
2. Uncle Hammer tells Stacey that T.J. should keep the coat. What lesson is he trying to instill in him?
3. Why is Uncle Hammer's tongue lashing worse than a whipping? Which would you rather have? Why?
4. In what ways does Cassie miss her father? If your dad or mom was not present what would you miss most from them?
5. The evening goes from telling funny stories of their youth to the trials of their past. Papa wants the kids to know their history. Why is it important for them to know where they have been?
6. Why doesn't Mr. Morrison forget some of the pieces of his past?

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Analyze Analyze the key paragraph.

Key Paragraph, 142-143

"'If you ain't got the brains of a flea to see that this T.J. fellow made a fool of you, then you'll never get anywhere in this world. It's tough out there, boy, and as long as there are people, there's gonna be somebody trying to take what you got and trying to drag you down. It's up to you whether you let them or not…Then if you want something and it's a good thing and you got it in the right way, you better hang on to it and don't let nobody talk you out of it. You care what a lot of useless people say 'bout you you'll never get anywhere, 'cause there's a lotta folks don't want you to make it. You understand what I'm telling you?'" (p. 142-143).

EXTEND

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

What is Uncle Hammer's message to T.J.? Make a list on the board. What could Stacey have done instead of giving away his coat? How could Stacey respond to T.J. in general so that he had more power and control in a positive way?

Has anyone ever tried to get you down? Has anyone ever said something about you that was not true? Survival takes courage and determination not to let other people's false opinions of you get you down.

Write a narrative paragraph in which you detail and experience where a person was doing everything in their power to bring you down (or a time where you refused to let them). Explain the situation. What tactics did they use to get you to make poor choices? Use a logical chronological order to tell your story. Use vivid details to explain who was involved and what the situation was. Tell your reader what you learned from the experience.

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 13

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 friend?
A friend is a person we know, like, and trust.

In today's reading the family is celebrating Christmas and Jeremy arrives with nuts and a wood carved flute for Stacey. Once he leaves, Stacey cannot figure out why Jeremy would do that since he had never given him anything. However, he doesn't realize that he has given Jeremy the gift of friendship.
Listen to the song *Strange Fruit* by Billie Holliday
http://www.youtube.com/watch?v=h4ZyuULy9zs

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

collateral (152)	malevolently (156)	resemblance (157)	tiresome (159)	aristocracy (159)

READ

Review Review the timeline from the beginning every day.

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

p. 151-161

Setting	Characters	Pages
Logan family room	Big Ma, Mama, Papa, Cassie, Uncle Hammer	150- 152
Logan family room	Big Ma, Mama, Papa, Cassie, Uncle Hammer, Logan kids	152-154
Logan Home	The Logan and Avery family, Jeremy	154-158
Logan Barn	Cassie, Christopher-John, Little Man, Stacey, and Papa	158
Logan Home	Mama, Big Ma, and the kids	159-160

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Logan Home	Mama, Big Ma, the kids, Uncle Hammer, Papa, Mr. Jamison	160-161

RESPOND

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

Students might mention:

- Mama is trying to convince the family to stop giving the Wallace's their business. She cites all of the horrible things they do to the people and the kids in the area.
- They discuss using their land for credit.
- Christmas morning the kids get new books. They go to church and return home.
- Christmas at the Logan's. Jeremy stops by and gives Stacey a wooden flute. Stacey puts it away. He is not supposed to be friends with Jeremy because of his skin color and because of the racism of his other family members.
- Papa whips the kids for what happened in Strawberry.
- Mama wants to stop shopping at the Wallace's store and go to Vicksburg.
- Mr. Jamison offers to back the credit.

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

T Chart
Continue the T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Mama states, "'Is it better to just sit back and complain about how they do us?'" (p. 151). Why do you think most people complain about their treatment instead of doing something about it? What are the risks of standing up for you? What are the benefits?
2. The Wallace's are allowing kids to buy and drink alcohol and charging their parents with interest, what are they gaining as a community and as a business owner? What are the long-term effects to the young black families?
3. What did Jeremy bring Stacey? What did he bring the family? Why does he give the Logan kids everything he has to give? Why is the interaction between Stacey and Jeremy so uncomfortable?
4. Papa understands that Jeremy may be a better friend than T.J. but he says, "'It costs too much to find out'". What is Papa referring to? What could the cost of their friendship be?
5. Stacey puts the flute in his box of treasured things and Cassie says, "'I never saw that flute again'". Why does Stacey react the way he does? What advice would you give him? Why is this interaction so complex? Does it have to be?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 161

"'I'm a Southerner, born and bred, but that doesn't mean I approve of all that goes on here, and there are a lot of other white people who feel the same'" (p. 161).

EXTEND

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

Mr. Jamison offers to back the Logan plan to shop in Vicksburg with his credit. He offers because he does not agree with the way things are. The family is trying to find a solution and he is willing to help them.

Write a 1-2 paragraph narrative about a time that someone (who you least expected) offered to help you. What was the situation? Who was involved? Why were they willing to assist? Explain with details, your feelings, and reservations about the situation.

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 14

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 credit? What is a credit limit?
Credit is confidence in a purchaser's ability and intention to pay, displayed by entrusting the buyer with goods or services without immediate payment. Your credit limit is the maximum amount that you are allowed to borrow based on your ability to pay the money back.

What is a boycott?
The process of a boycott is to abstain from buying or doing business with companies or countries due to unfair treatment or policies.

In today's reading the family plans to boycott the Wallace Store. They organize their neighbors, and offer to shop in Vicksburg where they are treated better. Mr. Jamison offers to extend to them a line of credit so they can help the other families until they get their sharecropping money.

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

grudging (162)	satistaction (152)	prodding (163)	boycott (164)	sullenly (166)

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.

p. 162-170

Setting	Characters	Pages

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Logan Home	Logan family, Mr. Jamison	162-165
Logan Home	Mama, Papa, Mr. Morrison, Uncle Hammer	165
Logan Home	Mama, Papa, Big Ma, Uncle Hammer, Mr. Granger	165-170

RESPOND

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

Students might mention:

- Mr. Jamison (a white lawyer) wants to help the Logan's by backing their loan
- He is not racist. He believes the Wallace's and people like them are wrong and are stuck in the ways of the past.
- He also understands that if the Logan's use their land they will lose it.
- Mr. Granger arrives at the home. He mocks Uncle Hammer for being "citified". Uncle Hammer just knows his worth.
- Mr. Granger tries to convince them that they live in a nice community and everyone gets along. He has heard about their plans to shop in Vicksburg.
- He threatens to charge his sharecroppers extra to punish them for making a choice.
- Papa wants to make things better for the next generation and is therefore willing to risk shopping in Vicksburg.

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

T Chart
Continue the T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What happens to the rapport between Mr. Jamison, Uncle Hammer, and Papa once Mr. Jamison offers to back the loan?
2. What will happen to Mr. Jamison once people learn he has assisted the families? Why is he willing to take the risk?
3. What does Mr. Granger get by living in the past?
4. Mr. Jamison takes time to spell out all of the risks to the Logan's about their attempt to boycott the store? With all of the risks that are associated with this plan would you put your family through that? Why do you think Papa is willing to risk everything to make a difference?
5. On page 166, Uncle Hammer is described as always being impeccably dressed. He has a man's job and gets paid fair wages. When you start to do well what happens?
6. Mr. Granger tells the Logan's that they live in a fine community. Based on the circumstances do you think it is a fine place to live? What would have to happen to make it better?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 164

"Mr. Jamison picked up his briefcase. '…The sad thing is, you know in the end you can't beat him or the Wallace's.' Papa looked down at the boys and me awaiting his reply, and then nodded slightly, as if he agreed. 'Still,' he said, 'I want these children to know we tried, and what we can't do now, maybe one day they will'" (p. 164).

EXTEND

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

Mr. Jamison talks of beating the Wallaces and the Grangers. Do you think that the family has to beat them in order to make change or can they be laying the groundwork? Think about a hope you have to make the world better for the next generation.

Write a one-paragraph narrative in which you tell your reader about a change you want to make for the future. Be very specific. Tell your reader what the change is and why it matters. Who will benefit from your work? How do you see that change benefiting others?

(Later this will lead to the letter to the editor.)

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 15

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 be an Uncle Tom?
The phrase Uncle Tom is a derogatory term used towards blacks by blacks who are acting subservient to whites, especially after slavery ended and they were free.

In today's chapter Cassie is accused of being an Uncle Tom because she is treating Lillian Jean with respect. Little do they know she is plotting her revenge against her.

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

irritably (171)	fuming (173)	feigned (175)	sentinels (175)	jovial (177)

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.

p. 171-181

Setting	Characters	Pages
Walking to school	Cassie, Stacey, Lillian Jean, Little Man, Christopher John, T.J., Jeremy	171-174
Forest	Papa, Cassie	174-176
School	Cassie, Lillian Jean, Stacey, Christopher John, Little Man, T.J., Claude	177-178

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Road Home	Cassie, Lillian Jean	178-181

RESPOND

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

Students might mention:

- Cassie befriends Lillian Jean by carrying her books.
- T.J. is worried about taking his exams and asks Stacey for help. Stacey tells him he needs to study on his own because he got him into trouble last year.
- Cassie and Papa have a conversation about the fact that sometimes you have to turn the other cheek or the trouble could be worse. He did not like it that Mr. Simms pushed Cassie, but if he had gone after Mr. Simms, the whole family might have been at risk.
- Papa wants Cassie to think of the consequences before she stands up for herself. He wants her to fight for the things that matter;
- T.J. got caught cheating.
- Cassie told Lillian Jean she had a surprise for her, took her down a wooded trail and knocked down her books. Lillian Jean slapped her and then a fight ensued. Cassie asked for an apology for all the names Lillian Jean had called her for so long.

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

T Chart
Continue the T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Cassie apologizes to Lillian Jean. Lillian Jean is glad she understands how things should be. What roles does Lillian Jean feel that both girls should fulfill?
2. What is T.J. trying to get from Stacey? Why do you think he spends so much time trying to beat the system instead of committing to do what he should?
3. Why does Cassie share with her father? What advice does he give her? Do you think his advice is sound? Who do you go to when you have big issues on your mind?
4. Papa tells Cassie that there are things you have to choose to take a stand on but she has to decide which things matter. How do you choose to stand up for yourself on issues? What happens if you try to stand up to people on every issue?
5. What does Cassie do to Lillian Jean? Do you think by earning her trust she was more effective in her pursuit of justice/revenge? Do you think this altercation made a difference long term?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 176

"'There are things you can't back down on, things you gotta take a stand on. But it's up to you to decide what them things are. You have to demand respect in this world, ain't nobody just gonna hand it to you. How you carry yourself, what you stand for—that's how you gain respect. But, little one, ain't nobody's respect worth more than your own. You understand that?'" (p. 176).

EXTEND

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

Think about a time that you had to stand up for an issue, real or imagined. You had to demand respect from someone.

Write a one-paragraph narrative in which you describe the situation. Who was involved? What was the situation? What was your desired outcome? Use dialog and vivid details to describe the scene. What was the end result and what did you learn?

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 16

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 take to fire a teacher today?
The process of firing a teacher in present day is very cumbersome. The process to fire a tenure teacher takes about 10 months and the teacher can file and appeal if they see fit. This is the same for teachers who engage in horrible misconduct. They are removed from the classroom most of the time with pay until an investigation occurs.

In today's reading, Mama is fired because she covered up the book fly and also because she was giving an accurate portrait of slavery that the men disagreed with. She was dismissed on the spot and would not be able to teach locally again.

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

resentful (185)	muffled (185)	barren (186)	morosely (189)	shunned (192)

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.

p. 183-194

Setting	Characters	Pages
School	Cassie, Miss Crocker, Kaleb Wallace, Mama, Mr. Granger, Mr. Wellever	183-184
Way home	Stacey, Mama, Cassie, Christopher John, Little Man	185
Home	Mr. Morrison, Mama, Papa, Big Ma, Logan Kids	186-187

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School	Stacey, Willie Wiggins, Cassie, Christopher John, Little Man, Clarence, Claude	188-189
Avery Home	Stacey, Christopher John, Little Man, Cassie, T.J.	189-191
School	Logan Kids, T.J.	191-194

RESPOND

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

Students might mention:

- Cassie was caught daydreaming in school.
- Members of the school board came and watched Mama teach. She was teaching a lesson on slavery and how wrong it was. She was fired. The family knows this is really hard on Mama because ever since she was a little girl she has wanted to teach. She put herself through school.
- The children were talking about how they heard that T.J. was the one who told Mr. Wallace that Mama failed him on purpose and destroyed school property etc.
- The kids went to T.J. and he denied everything.
- When he returned to school all of the kids shunned him.
- The Logan's turned their backs on him and he realized he had no friends.

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

T Chart
Continue the T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Mama was teaching history when the men arrived. Why do you think they disagree with her topic? Do you think she has firsthand knowledge about what really happened to slaves? Why do they not want to admit that the history she is teaching is real? Why do they want to keep that history from the books?
2. To black individuals, they were slaves and forced to live, work, and marry with very few choices. To the white individuals, they got along nicely and they were working for their freedom. What is perspective? Do you think that history for some a matter of perspective? Why is it important to have as many sides of the story told as possible?
3. Why was Mama really fired?
4. Once the Logan kids realized that T.J. was the reason Mama got fired, they turned their backs on him. Why do you think this action was so hurtful to T.J.?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 187

"Mr. Morrison said softly, 'I got me a nice house to live in, the best cooking a man could want, and for the first time in a long time I got me a family. That's right good pay, I'd say'" (p. 187).

EXTEND

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

"You can choose your friends but you sho' can't choose your family, an' they're still kin to you no matter whether you acknowledge 'em or not, and it makes you look right silly when you don't. Harper Lee.

Mr. Morrison has value in the friends/family he has joined. This time he gets to choose whom he surrounds himself with and he is willing to do whatever he can for them. Think of your family and your friends.

Write a one-paragraph about one member of your family or your circle of friends that you value most. What did this person do to earn that value from you? Be specific and show with details what you gain from your relationship with them.

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 17

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 chain gang?
A chain gang is a group of convicts chained together while working outside. Normally, chain gangs participate in hard labor.

What is sharecropping?
A system of farming that developed in the South after the Civil
War, when landowners, many of whom hadformerly held slaves, lacked the cash to pay wages to farm laborers, many of whom were former slaves.

The system called for dividing the crop into three shares:
One for the landowner, one for the worker, and one for whoever provided seeds, fertilizer, and farm equipment.

In today's reading Mr. Jamison comes to see Papa. He tells him how Mr. Wallace is not going to allow the farmers to boycott his business. They devise a plan to force the sharecropping families to pay more to the landowner and their credit is no longer good at the store. If they do not pay their bills they will be forced onto a changing.

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

seeped (195)	bellowed (195)	persnickety (197)	summon (200)	mortgage (202)

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.

p. 195-206

Setting	Characters	Pages
Road home	Cassie, Jeremy, Stacey	195-197
Kitchen at home	Cassie, Mama, Little Man, Mr. Jamison	198-199
Porch	Mama and Papa	200
Logan Home	Logan kids, Mama, Papa, Mr. Morrison, Big Ma	201-202
Logan porch	Logan Family, Mr. Avery, Mr. Lanier	202-206

RESPOND

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

Students might mention:

- Cassie is excited that it is spring and wishes she did not have to attend school any longer.
- Jeremy informs Cassie and Stacey that his older brothers have "befriended" T.J. by bringing him over to the house and treating him nicely, until he leaves, and then they make fun of him. Jeremy does not like it that they are his brothers.
- Mr. Jamison stops by to tell Papa that the Wallace's are making threats.
- Mr. Wallace, Mr. Granger, and the other farmers are threatening to raise the rates on the families that sharecrop on their land.
- They will put them on a chain gang if they cannot pay the rates.

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

T Chart
Continue the T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. What excited Cassie about spring?
2. Jeremy is sad that school will be out soon and he won't see them. What value does he place on the Logan kids? Do you think his feelings and beliefs are genuine? Explain.
3. Stacey is worried about T.J.'s new friends. What does that say about his character? Does he have the right to be concerned?
4. How does Mr. Granger try to put a stop to the shopping in Vicksburg? How is this boycott hurting him?
5. Papa is returning to the railroad. What is the purpose of that job for him? Why is it important for him to go back?

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6. What do the men and their families have to lose by continuing the boycott? Would you be willing to stand up for your rights under the same circumstances? Explain.

Analyze Analyze the key paragraph.

Key Paragraph, p. 205-206

"'You see that old fig tree over yonder, Cassie? Them other trees all around…that oak and walnut, they're a lot bigger and they take up more room and give so much shade. They almost overshadow the little ole fig. But that fig tree's got roots that run deep, and it belongs in that yard as much as that oak and walnut…Just keeps on growing and doing what it gotta do. It don't give up. It give up, it'll die. There's a lesson to be learned from that little tree, Cassie girl, 'cause were like it. We keep doing what we gotta, and we don't give up. We can't'" (p. 205-206).

EXTEND

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

Papa gives Cassie a lesson in giving up. He is honest and he knows that they are the underdogs and that they cannot give up. Think about a time in your life where you had to try with your heart and soul to succeed (it can be real or made up). It could be trying out for a sports team, passing a class, getting a job, etc.

Write a one-paragraph narrative about the situation. Who was involved? Use good flow and provide details to give a logical telling of the event. How did it end up? How did the end result affect you?

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 18

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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 qualities make a man?

A man can be described as a man that has the following qualities;
A leader
Independent
Assertive
Present
Welcomes adversity
Honest
Has a plan
Can handle stressful situations
Knows how to embrace success

In today's reading Papa wants to start spending more time with Stacey, he knows that based on life's circumstances Stacey is considered a man. It is up to Papa to teach him the workings of the farm and also to have the qualities of a man. He is fearful that he will end up like T.J.

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

rile (209)	scoffed (210)	immobilized (211)	ashen (212)	skittish (214)

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.

p. 206-217

Setting	Characters	Pages

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Logan yard	Mama and Papa	206-208
Logan Home	Mama, Cassie, Little Man, Christopher John, Big Ma	209-210
Logan home	Mr. Morrison, Big Ma, Stacey, Papa, Mama, Cassie	211-212
Kid's room	Stacey, Christopher John, Cassie, Little Man	213-217

RESPOND

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

Students might mention:

- Papa and Mama discussed their concerns. Papa knew he needed to spend more time with Stacey to make sure he was going to be a good man.
- He went to talk to the neighbors to see who was going to shop in Vicksburg. Seven families committed.
- Papa, Stacey and Mr. Morrison went to Vicksburg. The men were delayed.
- The Wallace's had loosened the wheels on their wagon and they fell off in the rain.
- Then a truck came and shot Papa and there was an altercation with all of them. Mr. Morrison retaliated.
- They made it home. Papa's leg was broken and he was shot.

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

T Chart
Continue T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Papa realizes he needs to spend more time with Stacey. He wants Stacey to be a man. What criteria make a man? What is Papa's concern?
2. What role do parents play in their kids becoming good citizens and adults? Can you find that help and support from other places?
3. Mama is fearful for Papa. Do you think her fears are legitimate? Is there anything she could do to make them go away?
4. Mr. Morrison gets Papa home and tells Mama his leg needs to be set. She gets sheets and begins to care for his leg. If this were present day, what would you do in the same situation? How do families know to give that kind of medical care? Why is that skill needed?
5. Stacey was witness to his father getting hurt and Mr. Morrison defending them all. What is his reaction?

Analyze Analyze the key paragraph.

Key Paragraph, p. 207

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"'He'll be thirteen next month, honey, and he needs to be with me more. I can't take him with me on the railroad, but I can take him with me where I go 'round here. And I want him to know business…how to take care of it, how to take care of things when I ain't around'" (p. 207).

EXTEND

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

Think about the role of men and women in society. In some cultures there are strict rites of passage. In others there is not. How do you know when you become a man or a woman? What has to happen in order for that change to occur? Do you think it is chronological or an event?

Write a narrative paragraph in which you detail how you or your family determine if a person has become a "man or a woman". Be very specific with your details.

Final Product
ITEM #6 → Coat of Arms and narrative paragraph

- **Coat of arms:** Although Cassie has a difficult time in a racially divided Mississippi; she has the support of her family. Some of the values that her family shares are: honesty, courage, love, self-respect, importance of traditions, importance of education, caring, sense of history, completion of chores and tasks for the greater good. *Design a coat of arms for the Logan family, using a visual interpretation of different values. For instance, for the value of "caring" perhaps a person would draw Mama taking care of Papa after his leg got broken. For "completion of chores", perhaps someone would draw the kids helping out and picking cotton.*

***To draw a coat of arms*:**

- Take an 8 x 11 piece of paper and turn in the vertical way. Draw a straight line down the center 8 inches long. Draw a 7-inch horizontal line, 4 inches down on the vertical line. (Making a cross essentially).
- Across the top draw 2, 4-inch lines that look like a gentle swoop. This is the top of the coat or arms.
- From each of those corners draw a line down to the bottom of the long, center, vertical line. These will be curved lines also.

Place your Logan family coat of arms somewhere in your newspaper. What section do you think it should go in? Where are personal stories normally written? Check a real newspaper and find out.

Describe your coat of arms and your impression of the Logan family. Pretend you are a reporter from 1933 and are writing a supportive narrative article about the Logan's. Include this under your coat of arms in your newspaper.

Your Coat of Arms: Think about your own family and the values you have. Draw your own coat of arms for your family and include a narrative paragraph as well.

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 19

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 wisdom?
Wisdom is the combination of knowledge of what is true or right coupled with just judgment, action, discernment, and insight.

In today's reading Papa and Mama talk about contacting Uncle Hammer. He decides against it, as he does not want to involve him since he has a horrible temper. This type of judgment shows great wisdom on his part.

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

ledger (218)	despondently (223)	urgency (224)	veered (224)	lethargically (227)

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.

p. 218-230

Setting	Characters	Pages
Logan living room	Papa and Mama	218-221
Logan Farm/Wiggins Farm	Mr. Morrison, Cassie, Stacey, Christopher John, Little Man	222-223

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Road Home	Mr. Morrison, Cassie, Stacey, Christopher John, Little Man, Kaleb Wallace	224-226
Logan Home	Logan Kids, Mama, Papa, Big Ma, Mr. Morrison	226
Forest	Logan kids, Jeremy	227-230

RESPOND

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

Students might mention:

- Mama and Papa are talking about the finances and how they are going to get by.
- Mr. Morrison has been out looking for work.
- He is taking a tool over to Mr. Wiggins farm and the kids get to go with him.
- They run into Kaleb Wallace on their way home. He is mad that Mr. Morrison hurt his brother.
- Mr. Morrison lifts his truck up and out of the way.
- They are in the forest and Jeremy meets them. They talk about not wanting things to be so complicated.
- Stacey is still concerned about T.J.
- Jeremy tells them how he wishes he could live in a tree.

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

T Chart
Continue the T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Mama wants to contact Uncle Hammer and Papa tells her not to do it yet. He displays much wisdom and strength; do you think you would be able to continue living the way he is without asking for help? Do you think there is a point in time that you know you need help and how to ask for it? How do you know it's time to get help?
2. Mama and Papa went through their needs and were able to scale back on things they didn't absolutely NEED to get by. They were cutting back to their essentials until they could get more money. What do you consider essentials? List 10 things you would "need" to have during a tough budget time. Be specific.
3. Mr. Morrison is out looking for work. They all know he is not going to get hired but he is looking. Why do we continue to look for things we know will not occur?
4. The kids and Mr. Morrison are having a great time and then he sees Kaleb Granger. His mood changes and he shoos Cassie to the back of the wagon. Why does he do that? What is his reaction to Kaleb?

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5. Jeremy meets the kids in the forest. They are cautious to not give him much information. Do you think they should trust him? Can they be friends? How does Jeremy offer to assist them? Is that a true form of childlike friendship?

Analyze Analyze the key paragraph.

Key Paragraph, p. 225

"Mr. Morrison climbed out of the wagon. Mr. Morrison's long shadow fell over him and for a breathless second, Mr. Morrison towered dangerously near him. But as the fear grew white on Kaleb Wallace's face, Mr. Morrison turned without a word and peered into the truck" (p. 225).

EXTEND

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

Mr. Morrison does nothing more than get down from the wagon. His sheer presence is intimidating to Kaleb Wallace. Think about a time when you didn't have to say anything or do anything because your presence was enough to be calming, comforting, or intimidating. This could also be a time that someone else's presence affected you.

Write a one-paragraph narrative in which you describe that snippet in time. What was the situation? Who was involved? What had happened? What did that presence do to help or hinder the situation? Be detailed in your description and use a logical flow of order.

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 20

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 church revival?
A revival is an "awakening" in a church or community, or interest in and care for matters relating to personal religion.

In today's reading, the family arrives at the first day of the revival (it lasts for 7 days). Cassie likes the first day because of the food and fellowship that comes with it.
The closest definition of the revival would be a really long and energized church service.

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

wearily (232)	revival (233)	adamantly (237)	jauntily (239)	condescending (240)

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.

p. 231-241

Setting	Characters	Pages
Barn	Papa, Mr. Morrison	231
Kitchen	Papa, Big Ma, Mama	232-233
Church	Papa, Mama, Big Ma, Uncle Hammer, Logan	233-236

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	kids	
Logan Porch	Logan Family	236-237
Church	Logan Family, Little Willie, Simms brothers, Moe Turner	237-241

RESPOND

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

Students might mention:

- The loan gets called on by the bank and they are informed that their credit is not good. They call Uncle Hammer for the money.
- The revival starts and Uncle Hammer arrives with the money. They take it to pay their bills.
- Uncle Hammer leaves. Big Ma wanted him to stay but they know he needs to be far away and not get mixed up with the Grangers.
- T.J. shows up at the annual revival with Melvin and R.W. He is trying to show off his white friends, but they are only taking advantage of him.
- They kids go into church and the Simms walk away T.J. is stuck in the middle of two worlds with no place to go.

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

T Chart
Continue the T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Papa wants to leave immediately to go to Strawberry. Mama talks him out of it. What happens when you go into situations in anger? Why is it important to think things through before you act?
2. Papa calls Uncle Hammer and he can help get the money. However he is not a good solution for the long term. Who do you call when you are in a bind? Do you have different friends that are better to assist in different ways? How?
3. What is the purpose of the Revival? Beside church services what role does the church play during this time?
4. Why does Papa want Uncle Hammer to return home to Chicago? Can he play a more important and effective role there? What is their fear for him staying in Mississippi?
5. T.J. comes to church with the Simms. Why is it improper for him to bring his white friends to church? How do the Simms treat him? Why does he go with them? What does T.J. want?

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Analyze Analyze the key paragraph.

Key Paragraph, p. 241

"But T.J. did not follow immediately. He remained standing in the middle of the compound, his face puzzled and undecided. I had never seen him look more desolately alone, and for a fleeting second I felt almost sorry for him" (p. 241).

EXTEND

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

T.J. is stuck in the middle of two worlds. His black friends have lost what little respect for him that they had. His new white friends are using him and mean. He is lost and struggling to find a place to belong. Think about a time that you didn't seem to fit in (real or imagined) or about a time you went out of your way to help someone belong. It may be a time you moved, were new to a school or job, or new on a team or group.

Write a one-paragraph narrative in which you describe in detail the situation. Use dialog to assist in the telling of your story. Who was involved and what happened? Tell how the situation affected you.

Final Product:

ITEM #7 →Want ads *for railroad workers and job application letter from Mama*

These items will be placed in your newspaper as well. (While normally job application letters are not put in a newspaper, for this assignment they will be.)

- Pretend you are Mama. Write a **letter** to another school district talking about the fact that you miss teaching and want to ask for a job. Place both the ad and the letter in your newspaper.
    - Brainstorm Mama's strengths as a teacher and a person. She is smart, caring, good with kids etc. She loves teaching. Write a simple one or two paragraph letter to all the local districts asking if there are any vacancies.

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 21

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 role do chants play during this time period?
Chants were a way for people to preserve their heritage and also a form of communication, work rhythm, and to pass history.
http://www.youtube.com/watch?v=tehyE9Yi6_I
Roll of thunder chant

In today's reading, Mr. Morrison is outside chanting. He is watching the storm, and also to help protect the family. He is singing Roll of Thunder. This chant is a foreshadow of things to come.

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

resigned (243)	recitation (243)	frenzied (246)	hastened (250)

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.

p. 242-256

Setting	Characters	Pages
The Logan Home	Cassie, Stacey, Christopher John, T.J.	242-246
The boys room (T.J. recounting the story about Strawberry)	T.J. and the Simms	246-248
Road to T.J.'s house	Stacey, Cassie, Christopher John, Little	248-250

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	Man, T.J.	
Woods near the Avery house	Cassie, Little Man, Stacey, Christopher John, Kaleb Wallace, the Simms,	251-253
Avery Home	The night riders, Mr. Jamison, the sheriff, the Avery family, T.J.	254-255
Woods	Cassie, Stacey, Little Man, Christopher John	256

RESPOND

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

Students might mention:

- T.J. shows up at the Logan's late at night and wakes up Stacey and Cassie. He tells them the story of how R.W. and Melvin broke into the mercantile to get the gun.
- R.W. and Melvin beat the Barnett's. The Barnett's did not know who was breaking in because R.W. and Melvin had stockings on their heads.
- T.J. was badly hurt when he threatened to tell what the Simms did.
- Stacey and the other kids helped him get home. When they were leaving they saw many headlights coming over the hill toward T.J.'s house.
- Kaleb and Thurston Wallace pounded on the door and then savagely pulled all the family members from the house.
- Mr. Jamison and the sheriff arrive saving T.J. from being hanged.
- R.W. and Melvin framed T.J. They were thinking of hanging everyone when Mr. Jamison arrived. He told them that Mr. Granger did not want anyone hung on his property. He said that the law would take care of this situation.
- Stacey told Cassie to take Christopher-John and Little Man and go get Papa.

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

T Chart
Continue T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does the setting affect the plot in this chapter?
2. Who does T.J. come to for help? What does that say about his relationships and who he knows he can trust?
3. Stacey feels a certain responsibility for T.J. Why does he care about someone who seems to get in trouble all the time? Where does that type of responsibility stem?
4. All of the Logan kids decide to go with Stacey and T.J. what does that say about their relationship and their desire to "stick together"?

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5. The kids witness the Wallace's and others come to get T.J. and the rest of the Avery Family. What happened to them at that moment? Will they ever be able to forget that time in their life? How will that shape them?
6. How does Mr. Jamison's mannerisms help defuse the situation? What does he want for the Avery family?
7. Mr. Jamison tells the men that Mr. Granger gave his word that there would be no hanging on his property. What good is someone's word? Is there anything of more value than that? What traits go into giving your word?

Analyze Analyze the key paragraph.

Key Paragraph, p. 249

"As far back as I could remember, Stacey had felt a responsibility for T.J. I had never really understood why. Perhaps he felt that even a person as despicable as T.J. needed someone he could call 'friend', or perhaps he sensed T.J.'s vulnerability better than T.J. did himself" (p. 249).

EXTEND

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

Think about people you know who might be considered an under-dog or friendless. Why do people like Stacey befriend them? What are things that we all can give to those who are "hard to love"?

Write a one-paragraph narrative in which you describe a time that you were a friend to someone who was friendless (real or imagined) or you could have been a better friend to them. Describe the situation and who was involved. Include dialog to help your reader better grasp the situation. Conclude by telling the reader how that one snippet in time affected you.

Final Writing Product
ITEM #8 → Obituary of T.J.

- Examine some real obituaries in the newspaper.
- If you were a reporter and T.J. had died at the scene, what would you write about him? *What kind of person was he?*
  - You may either write an obituary notice, which is very short, or you may write a full-length obituary. Use the newspaper as a guide.
  - Brainstorm qualities of T.J. Pretend he died at the scene when the Wallace's came to the house.
  - Back in 1933, if white folks owned the paper, do you think his cause of death would be different? What if black folks wrote it?
  - Write it both ways.
  - This will become ITEM #8 in your newspaper.

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 22

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

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 community?
A community is a social group of any size whose membership reside in a specific locality, share government and often but not always have a common cultural and historic heritage. Communities can be comprised of social or volunteer organizations, schools, neighborhoods, churches, ect.

In today's reading, a fire started near the forest and had to be fought so it would not get to the town. Everyone who was close came to fight the fire. Blacks, whites, neighbors, friends, church members, all worked towards one common goal as a community. They were all fighting together, side by side; to make sure the town was saved.

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

traipsing (258)	menacingly (260)	gruffly (263)	transfixed (263)	adamant (266)

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.

p. 257-276

Setting	Characters	Pages

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Logan Home	Logan family, Big Ma, Mr. Morrison	257-262
Logan Home	Cassie, Jeremy Simms, Christopher John, Little Man	262-266
The fields	Cassie, Little Man, townspeople	266-268
Logan Home	Cassie, Little Man, Mama, Stacey, Big Ma	269
Front porch	Cassie, Stacey	270-272
Front yard	Cassie, Stacey, Papa, Mr. Morrison, Mr. Jamison	272-273
Front yard	Cassie, Stacey, Papa	273-275
Logan Home	Papa, Mama, Cassie, Little Man, Christopher John	275-276

RESPOND

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

Students might mention:

- The kids came home and told Papa what they witnessed.
- Papa grabbed his gun and was heading out the door.
- Mama did not want things resolved with violence, knowing Papa would also end up dead.
- Papa and Mr. Morrison headed out. Mama was left with the kids. Everyone was frightened.
- Mama smelled fire. They thought the lightening caused the fire. The cotton was burning. Mama and Big Ma got the items they needed to fight the fire.
- The community pulled together (both the blacks and the whites) to fight the fire.
- It started to rain.
- We find out that Papa had started the fire so that T.J. would not get hung.
- Mr. Barnet dies and T.J. is taken to jail.

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

T Chart
Continue T Chart.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. Mama pleads with Papa to find another way besides violence to stop the men. What does the phrase, "violence begets violence" mean?
2. Mama and Big Ma collect the items they need to fight the fire what do you think all of the items are used for, page 262? Why don't they call the local fire department?
3. Why does Mama want the kids to stay home? What is her role?
4. Jeremy Simms comes to check in on the kids. In the face of total adversity he has their best interest at heart. What does that say about who he is as a person? How do kids like him help to force change in a community?

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5. For once Christopher John does not follow the others to see the condition on the field. What change has occurred in him? Why do you think he stood up to Little Man and Cassie?
6. How did Mr. Jamison know that Papa started the fire? Do you think he respects Papa more for stopping the violence? Explain.
7. How was Papa's setting the land on fire an act of courage and self-control?

Analyze Analyze the key paragraph.

Key Paragraph, p. 276

"I had never liked T.J., but he had always been there, a part of me, a part of my life, just like the mud and the rain, and I had thought that he would always be. Yet the mud and the rain and the dust would all pass. I knew and understood that. What had happened to T.J. in the night I did not understand, but I knew it would not pass. And I cried for those things which happened in the night and would not pass" (p. 276).

EXTEND

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

Cassie talks about all of the things that are a part of her, her fabric, all of the good and all of the bad. She knows that the bad will pass and things will change. She also realizes that what happened to T.J. would be with her forever. She would forever be changed by it.

Think of an event that occurred in your life that changed you for the good or the bad (it can be real or imagined). **Write a one-paragraph narrative in which you share with the reader what happened. Introduce the topic and characters. Use good details and vivid language. If the event involved someone else, use dialog. Be clear and concise and use a logical flow and order to your topic.**

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

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 23-24

Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

Letter to editor:

MAIN IDEAS FOR NEXT 3 DAYS: Wednesday through Friday the class will do a number of activities. The first thing will be to complete a letter to the editor based on how they feel others would benefit from reading *Roll of Thunder, Hear My Cry.* They will send those to an actual editor. Your class can also write one together as a class, perhaps after they have experimented with the genre themselves. Use your judgment. [I know teachers often write a letter together first, however, I also want to suggest that we need to make sure students are writing enough on their own and thus having them go through the experience themselves is vital.]

The other activity involves taking all of the 8 NEWSPAPER ITEMS from the past 5 weeks and putting them together to make a mock 1933 newspaper. You can get as creative as you want with this. You can include advertisements, additional articles and narratives, photographs, sports, maps, weather reports and so forth. Use a real paper as a guide.

Finish letter to the editor and send in.

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Character Based Literacy Program 60-Minute Lesson Plan
Roll of Thunder, Hear My Cry, Day 25

Outcomes for Today

Assemble newspapers

Major written product=letter to the editor

☐ 1. Write topic sentence using the Circumstance-Position method
☐ 2. Introduce 6 parts of a business letter
☐ 3. Focus on body of letter with summarizing statement using the 3-way fold method
☐ 4. Comprise all parts to equal a Letter to the editor

Letters to the editor

- Letters to the editor are written to:

  - Express an opinion
  - To react to another letter, news article, or editorial
  - Compliment a person in the community
  - To complain about a problem in the community (we'll be focusing on this one)

- Letters to the Editor:

  1. State your opinion clearly
  2. Provide reasons for your opinion
  3. If you are reacting to another article or letter, identify it.
  4. Be polite

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Writing "Circumstance-Position" Topic Sentences

A Circumstance-Position paper is a 2-part, complex sentence that begins with one of these words:

After	Because	In order that	Until
Although	Before	In order to	When
As	Even	Since	Whenever
As if	Even if	So that	Whether
As long as	Even though	Though	While
As soon as	If	Unless	

Circumstance-Position topic sentences:

- **State the subject**
- **Tell the reader what will be proved or explained**

Can be divided into 2 parts:

1. **The event or reason for writing (circumstance)**
2. **What you plan to prove or explain in your paragraph (position)**

The **circumstance**:

- Is the first part of the sentence
- Introduces why you are writing (the reason)
- Can be an idea, problem, event, solution, or circumstance that gives you reason to write
- Is the dependent clause in the sentence

The **position**:

- Is the second part of the topic sentence
- States what you plan on explaining or proving
- Is the independent clause in the sentence

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Examples

(The plain text is the Circumstance; the bold is the Position)

1. Although I have been to San Jose many times, **my favorite visit was the time we watched the hockey game.**
2. As long as I am a teenager, **I think the most important goal is getting my sleep.**
3. Even though I never watch TV, **I still think it is bad for your health.**
4. In order for all students to attend the concert, **the teachers organized 3 car washes to raise money.**
5. When I want to unwind, **I listen to John Coltrane.**
6. Because we want to make the Middle School CBL project the best, **we asked top-notch teachers to be a part of the pilot project.** ☺
7. Since I read *Roll of Thunder, Hear my Cry*, **I have looked at the issue of racism very differently. I now think it should be required that all students read this book.**
8. Although I've tasted 14 different kinds of ice cream, **I think Chocolate Chip Cookie Dough is the best.**

Follow through:

☐ 1. Look through old magazines and see if your students can highlight circumstance-position sentences on their own.
☐ 2. Practice writing them as a group.
☐ 3. Have them practice on their own.

Six parts of the Block format
Business Letter & Letter to the Editor

1. **Heading**
2. **Inside Address**
3. **Salutation**
4. **Body**
5. **Closing**
6. **Signature**

- **Heading**

The **heading** consists of your address and date.

354 Main Street

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San Jose, 96640
May 01, 2005

The heading appears about an inch from the top of the page on the left side.

- **Inside Address**

Consists of the name and address of the person ***to whom*** you are writing. It appears 4 lines below the heading on the left side.

Billy Bob
Holy Name Church
12 Amazing Grace Road
New York, NY 02331

- **Salutation**

The most traditional greeting is Dear, followed by Mr., Mrs., Miss and a **colon.**

Dear Mr. Bob:

If writing to a company rather than a specific person, use:

To Whom it May Concern:
Dear Sir or Madam:
Dear Dr. Jones:

- **Body**

This is where you write down what you have to say to the person. Skip one line and begin. State your business and end with a thank you if appropriate. *See additional information of writing the body.*

TIPS: Get to the point
Don't use slang

- **Closing**

Ending of your letter. It appears 1 line below your body. Only capitalize the first word of the closing.

Yours truly,
Sincerely,
Respectfully,

- **Signature**

This is your full name, signed. This should appear directly below closing.

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The Body of the Letter

Directions for writing a summarizing statement using the 3-fold method.

☐ 1. Identify what it is you will be summarizing or talking about

The book, *Roll of Thunder, Hear my Cry,* (**Identify**)

☐ 2. Choose a verb that best describes your thoughts and feelings

encourages (**verb)**

☐ 3. Finish your thought

…readers to examine ways in which they can be fair and courageous in their life and lessen prejudice. **(finish thought)**

How to do this:

☐ Fold paper in 3 equal parts the long way.
☐ Draw 3 lines going down along the creases
☐ Write the word "Identify" at the top of the first column.
☐ Write the word "verb" at the top of the middle column.
☐ Write the words "finish thought" at the top of the last column.

☐ Fill in the words in the appropriate columns. This becomes the jumping off point from which you will add more details.

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Identify

Identify what you are summarizing.

So-so: The book
The song
The movie

Better: *Roll of Thunder, Hear my Cry*
"The Rose"
The Incredibles

Excellent: *Roll of Thunder, Hear my Cry,* by Mildred Taylor
"The Rose" by Bette Midler
The movie, *The Incredibles*

Verb

Verb-action word
Use the list of verbs to write a great topic sentence

Finish thought

This is the final part of the summary sentence. As yourself: *What is the big idea? What is the main idea I am trying to summarize? What am I trying to say?*

Identify	**Verb**	**Finish thought**
The song, *"The Rose"*	describes	learning how to love.
The book, *Roll of Thunder, Hear my Cry*	encourages	readers to examine…

Now do some of your own…

The song, _____	_____	_____
The movie,_____	_____	_____

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Then…

☐ **Brainstorm 3 ideas** about how to reduce prejudice and treat people fairly.

[Students then use those bullets to create small paragraphs where they explain their thoughts even more thoroughly.]

- **1st bullet**: try to treat all people fairly despite the color of their skin.
    - **Added details or explanation**: This takes courage because some people may not want to like me. That doesn't mean I can't be nice to them, however.

- **2nd bullet:** Also, I think schools should teach about slavery so that we don't repeat the mistakes of the past
    - **Detail/explanation**: I think it takes courage on a teacher's part of teach about slavery. It's difficult and uncomfortable to talk about people being burned or hung from trees.

- **3rd bullet**: I want to make sure I don't continue this type of mistreatment to others, because as I learned in the novel, hatred just breeds more hatred and revenge.
    - **Detail/explanation**: It's a never-ending cycle that takes courage to stop. Use a narrative experience from your life to *show* the reader what you mean.

Another way of thinking about bullets and details is thinking about painting a car. The main body of the car (the main bullets) may be red, but the details (or the trim) may be chrome or black etc. The main color of the car is made even better looking with some exciting additions. Smaller points, making a stronger paper, support the Main points of the paper.

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Brainstorming sheet:

- ☐ 1. Bullet:
  - Detail or explanation:
- ☐ 2. Bullet:
  - D or E:
- ☐ 3. Bullet:
  - D or E:

Verbs list for summaries

Basic:

compares
defines
describes
gives
lists
presents
shows
tells
answers

More advanced:

explains
asks
acknowledges
asserts
blames
captures
confirms
confuses
considers
contrasts
defends
features
identifies
illustrates
invites
judges
offends
praises
predicts
suggests
supports
teaches

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Sample letter
5 Fair Oak Lane
San Jose, CA 98765
May 10, 2005

Editor
Newsweek Magazine
675 Madison Avenue
New York, NY 20202

Dear Editor:

If I were to be a principal of a school, **I would have all my students read *Roll of Thunder, Hear my Cry*. This book made me highly aware of what racism was like in the 1930s and I see that in our community still today.** (Circumstance-Position Topic sentence)

The book, *Roll of thunder, Hear my Cry,* (**Identify**), encourages (**verb)** readers to examine ways in which they can be fair and courageous in their life and lessen prejudice (**finish thought)**. (**summary statement** that student will focus on in more depth)

As a 13 year old, I know one way I can reduce prejudice is try to treat all people fairly despite the color of their skin. (**1st bullet).** This takes courage because some people may not want to like me. (**added detail and explanation**). That doesn't mean I can't be nice to them, however.

Also, I think schools should teach about slavery so that we don't repeat the mistakes of the past (**2nd bullet).** I think it takes courage on a teacher's part of teach about slavery. It's difficult and uncomfortable to talk about people being burned or hung from trees **(added details).**

Lastly, I want to make sure I don't continue this type of mistreatment to others **(3rd bullet),** because as I learned in the novel, hatred just breeds more hatred and revenge. It's a never-ending cycle that takes courage to stop (**explanation).**

Thank you for your time. I hope you will continue to encourage more people to read this book.

Sincerely,

Matt Long

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