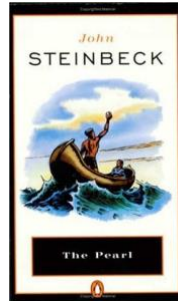


The Pearl

Lesson Plan



ISBN-10 014017737X
ISBN-13 978-0140177374
Author Steinbeck, John
Publisher Penguin Books
Copyright 2000
Lexile 1000L
Genre Fiction

Synopsis This intriguing story of a poor Mexican pearl diver who finds the largest pearl ever seen is a suspenseful reading experience. Steinbeck weaves an allegorical tale of greed and treachery that overwhelms the major characters.

Themes Survival, Self-Management
Protagonist Mexican Male

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

The Pearl, Day 1



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 pulque?

Pulque is a mildly alcoholic drink made from the agave plant.

What is the deadliest Scorpion?

The Indian Red Scorpion is considered the most lethal of all scorpions. But despite its reputation, it only stings as a last resort. And rather than humans, it prefers to feast on insects, like roaches.

Source and video: <http://video.nationalgeographic.com/video/indian-red-scorpion-predation>

2. Word Wall

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

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

brush-1	covey-1	crevices-4	fury-6	puncture-6
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- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

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

4. Read

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

pp. 0-6

Setting	Characters	Pages
La Paz, Baja California, Mexico	Kino, Juana, and Coyotito	0
Kino's family house	Kino, Juana, Coyotito, a scorpion and the neighbors.	1-6

RESPOND

5. Timeline

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

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

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

Students might mention:

- The epigraph explains that the story that follows is a parable, a tale that has been told and retold, and that the reader will interpret the parable in a way that fits his or her own life.
- The story begins in the brush house of Kino, his wife, Juana, and their infant son, Coyotito. It is early morning and Juana is up first preparing the fire and the breakfast. Coyotito is sleeping in his small crib suspended from the ceiling.
- It is a morning like all of the others, perfect. Kino hears the song of his family in his head.
- After breakfast, Kino notices a scorpion moving down the rope that suspends Coyotito from the roof. He moves to stop it before it stings the baby, but he does not get there in time. The scorpion stings Coyotito and a different song, an evil song replaces the family song in Kino's head.
- The neighbors arrive to see what has happened. Everyone is worried, because a sting from a scorpion can kill an infant.

6. Map

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

Create a class theme chart on “The Pearl’s Poison.” The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter, bullet point examples of how the pearl brings destruction.

Make two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

7. Activity

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

One possible activity

Draw the setting of today’s reading. Include as many details as possible- the brush house, the fire, Coyotito’s crib, the scorpion, etc.

8. Discussion

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

Key Questions

1. What is the setting of this story? When do you think it takes place? Where? What details aid you in interpreting this?
2. Who are the main characters? What can you tell about them from today’s reading?
3. Based on what you have read, what do you think daily life is like for Kino and his family?
4. Why do you think Coyotito’s crib was suspended?
5. Compare and contrast your infancy to Coyotito’s infancy.
6. What evidence can you find that proves that Kino is a family man?
7. What do you think the evil song signifies for the life of Kino and his family?
8. How did Kino’s neighbors express concern? What does this say about their community?
9. What advice would you give Kino to tend to Coyotito’s sting?
10. Do you think Coyotito will survive the scorpion sting? Why or why not?

9. Analyze

Analyze the key paragraph.

Key Paragraph – 1

“Kino awakened in the near dark. The stars still shone and the day had drawn only a pale wash of light in the lower sky to the east. The pigs were already beginning their ceaseless turning of twigs and bits of wood to see whether anything to eat had been overlooked. Outside the brush house in the tuna clump a covey of little birds chattered and flurried with their wings.”

EXTEND

10. Write

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

Everyone is worried when the scorpion stings Coyotito. A sting from a scorpion is a serious injury because it can kill an infant. Pretend you are a medic responding to Coyotito sting. Write 2-3 **narrative paragraphs** for a medical report that describes what happened, the treatment needed, and the healing process. Provide three details from today's reading to develop a descriptive narrative. Include one quote from the reading. Remember to cite the quote.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 2



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 colonialism?

Colonialism is a practice of domination, which involves the subjugation of one people to another. One of the difficulties in defining colonialism is that it is hard to distinguish it from imperialism. Frequently the two concepts are treated as synonyms. Like colonialism, imperialism also involves political and economic control over a dependent territory. The etymology of the two terms, however, provides some clues about how they differ. The term colony comes from the Latin word *colonus*, meaning farmer. This root reminds us that the practice of colonialism usually involved the transfer of population to a new territory, where the arrivals lived as permanent settlers while maintaining political allegiance to their country of origin. Imperialism, on the other hand, comes from the

Latin term *imperium*, meaning to command. Thus, the term imperialism draws attention to the way that one country exercises power over another, whether through settlement, sovereignty, or indirect mechanisms of control.

Source: <http://plato.stanford.edu/entries/colonialism/>

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

fatigue-7	rutted-7	procession-8	poverty-8	avarice-9
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READ

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

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

pp. 6-12

Setting	Characters	Pages
The brush house	Kino, Juana, Coyotito, and the neighbors	6-7
The route to the doctor's home	Juana, her family, and a growing procession	8
Through town	Juana and a crowd of on-lookers, including a group of beggars.	8-9
Outside the doctor's home	Juana, Kino, Coyotito, the crowd, the Indian servant, and the doctor	9-12

RESPOND

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

Students might mention:

- Juana tries to suck out the poison, but it is clear that it has spread too far.
- Juana demands that they take Coyotito to the doctor in town, even though everyone seems to agree that the doctor will not agree to see an Indian.
- Juana attaches Coyotito to herself using her shawl and begins down the path toward town. Kino follows, as do many villagers. The procession heading for the doctor's home grows as it gets closer. In town they pass the beggars who know everything about everyone in town.
- Kino dislikes the doctor very much as he is a European colonial, a member of the group who has oppressed him and his people for 400 years.
- The doctor refuses to see the family, telling his servant that he is a doctor, not a veterinarian.

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

Create a class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter, bullet point examples of how the pearl brings destruction.

Make two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Create a single-frame cartoon that shows how Kino and the Doctor view each other. You may wish to use quote bubbles or a caption to further clarify your cartoon message.

Another possible activity:

How is the novel structured?

Structural Questions

Setting (when, where, weather)

Characters

Characterization (description, does, says, are said about)

Plot (problem, barriers, resolution)

Conflict (nature, self, society, others)

Tone (attitude)

Mood (atmosphere)

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

Key Questions

1. What does Juana try to do to tend to Coyotito?
2. How is this an example of courage?
3. What do you think motivated her to risk her life?
4. Juana demands to go to the doctor. What does this reveal about her character?
5. According to the narrator, who knows most about the people of La Paz? What details do they pick up on immediately when sizing up Juana?
6. How does the community show their sympathy and support? Explain why this is significant.
7. In your own words, describe the relationship between the Indians and colonialist.
8. How does Kino feel about the doctor? Why does he feel that way?
9. What does the doctor do and say that validates Kino's feelings for the reader?
10. What would you do if you were Kino at this point?

9. Analyze Analyze the key paragraph.

Key Paragraph – 11

“Have I nothing better to do than cure insect bites for ‘little Indians?’ I am a doctor, not a veterinary.”

EXTEND

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

Pretend you are a human rights reporter that believes everyone should be treated

equally and have equal access to medical treatment. Write **narrative article** that tells the story of Coyotito's desperate need for medical attention and the doctor's refusal. In a second paragraph describe the injustice of the doctor's actions. Include two quotes in your article, one quote from the doctor justifying his decision and another quote from a beggar that witness the entire story.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 3



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background

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 value of a pearl?

Pearls are unique among gemstones in that they are natural, organic products of living creatures, so they have different grading standards. Seven factors determine the quality, value and beauty of pearls: size, shape, color, luster, surface quality, nacre quality and matching. A pearl's ultimate size and quality can depend on several variables - the size and health of the mollusk that produced the pearl, the size of the nucleus and the amount of time the mollusk spent underwater adding layers of nacre to build the pearl. Other factors also include the climate and the nutrient conditions of the mollusk's growth environment.

Source: https://www.rawpearls.com.au/pearl_knowledge/determining_pearl_quality

2. Word Wall

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

estuary-13	poultice-15	obscured-17	perceptible-17	speculatively-18
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READ

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

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

pp. 13-19

Setting	Characters	Pages
The beach by the canoe	Kino, Juana, and Coyotito	13-16
The oyster bed	Kino	16-18
Back in the canoe	Kino, Juana, and Coyotito	18-19

RESPOND

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

Students might mention:

- Kino, Juana and Coyotito returned from the doctor's house, having received no help from him. They went directly to Kino's boat, the family's one prized possession, handed down from grandfather to father to Kino.
- Juana made a poultice of seaweed and laid it on Coyotito's wound. She placed him in the bottom of the canoe and they shoved away from shore.
- Juana prayed that they would find a pearl in one of the oysters that would pay for the doctor's cure.
- Kino dove to the bottom of the ocean and began to search the oyster bed. After collecting many small oysters, he spied a large one. Inside, just before the oyster closed its shell, Kino thought he could see the gleam of a pearl.
- Back in the canoe, both Kino and Juana pretended not to be too excited, so that God or the gods would not punish them for wanting something too much. Finally, Kino opened the large oyster. Inside he found a large, perfect pearl- The Pearl of the World.

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

Create a class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter, bullet point examples of how the pearl brings destruction.

Make two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Draw of the pearl as if it were a crystal ball. Inside it, depict the future that Kino might see as he peers into it.

Another possible activity:
Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

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

Key Questions

1. What can you infer about Kino and his family if Kino's boat is the family's one prize possession?
2. What did Juana do to treat Coyotito's scorpion sting?
3. What do you think the doctor would have done instead that the parents could not do? What knowledge, resources, and tools does the doctor have access to that the parents do not have access to?
4. Do you agree with Juana's actions to send Coyotito off in the family boat?
5. Can you access the value of The Pearl of the World? What is the significance of this pearl?
6. Why do you think God or the gods might punish those who want too much?
7. How do you think Kino's family's life will change, now that he has found the most valuable pearl in the world?
8. What would you do if you suddenly became incredibly wealthy?
9. How would your insecurities change?
10. Predict what will happen to Kino and Juana.

9. Analyze Analyze the key paragraph.

Key Paragraph – 19

"Kino deftly slipped the knife into the edge of the shell. Through the knife he could feel the muscle tighten hard. He worked the blade lever-wise and the closing muscle parted and the shell fell apart. The lip-like flesh writhed up and then subsided. Kino lifted the flesh, and there it lay, the great pearl, perfect as the moon. It captured the light and refined it and gave it back in silver incandescence. It was as large as a sea-gull's egg. It was the greatest pearl in the world."

EXTEND

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

Kino opened the large oyster. Inside he found a large, perfect pearl- The Pearl of the

World. Pretend you are Kino. Write a journal entry detailing the story of how you found The Pearl of the World. Established the context of the story through a **narrative paragraph** that describes Coyotito's recent tragedy. In a second **narrative paragraph** tell the story of how you found the pearl. Use the details provided in today's reading as well as your imagination to fully describe the marvels of this pearl. Consider its shape, its color, what can be seen in its reflection, and the emotions it invokes. End your journal entry explaining how this discovery will significantly change your life.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 4



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background 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.

Who is John Steinbeck?

Born on February 27, 1902, in Salinas, California, John Steinbeck dropped out of college and worked as a manual laborer before achieving success as a writer. His 1939 novel, *The Grapes of Wrath*, about the migration of a family from the Oklahoma Dust Bowl to California, won a Pulitzer Prize and a National Book Award. Steinbeck served as a war correspondent during World War II, and was awarded the Nobel Prize for Literature in 1962. He died in New York City in 1968.

Source and video: <http://www.biography.com/people/john-steinbeck-9493358#early-years>

2. Word Wall

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

stern-20	essence-21	distillate-21	venom-21	disparagement-25
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 19-26

Setting	Characters	Pages
In town	European colonials including the priest, the doctor, and the pearl dealers	19-23
In the Brush House	Kino's family and his many neighbors	23-26

RESPOND

5. Timeline

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

Students might mention:

- News spread quickly through the town and the brush house village. Very quickly everyone knew of the pearl that Kino had found.
- Kino became the center of everyone's thoughts. Many began to scheme how they could profit from Kino's find. An evil fell over the town, and Kino became an enemy to many.
- The priest hoped for a large donation. The doctor suddenly claimed that Kino was his client and that Coyotito was under his care. The pearl dealers schemed how to get the pearl at the lowest possible price.
- Kino began to imagine a new life for himself and his family. He made plans for what to do with the money he would earn from selling the pearl.
- He told his neighbors that he would have a proper marriage in the church, that his family would have new clothes, that he would have a new harpoon and a rifle. Then he imagined sending his son to school, where through education, the family would be changed, Europeanized, forever.

6. Map

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

Create a class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter, bullet point examples of how the pearl brings destruction.

Make two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Create a metaphorical image of the town, like the one the narrator uses- a 'colonial animal.' Include the evil- the darkness that descends out of the collective greed.

Another possible activity: 1g6Portrait: Create an Open Mind Portrait of Kino

You will add thought bubbles to his OMP every couple days.

You could use different colors for the beginning, middle and end of the story.

Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems. OMP (update after 2-3 days)

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

Key Questions

1. What happens in the town when the news of the pearl arrives?
2. Explain why an evil fell over the town.
3. Why did Kino become an enemy?
4. Do Kino's neighbors act similarly to the towns people? Why do you think that is?
5. Explain why Kino wants his son to have an education. What does he imagine will be the result of Coyotito's education?
6. How does Kino prioritize how he will spend and invest his wealth?
7. What would you do differently if you acquired a large lump sum of money?
8. What would you recommend Kino to protect himself against others greed and envy?
9. Things surely will not go as well as Kino imagines they will. What are the signs so far that suggests this?
10. What dangers should Kino anticipate?

9. Analyze Analyze the key paragraph.

Key Paragraph – 23

"All manner of people grew interested in Kino—people with things to sell and people with favors to ask. Kino had found the Pearl of the World. The essence of pearl mixed with essence of men and a curious dark residue was precipitated. Every man suddenly became related to Kino's pearl, and Kino's pearl went into the futures, the wishes, the needs, the lusts, the hungers, of everyone, and only one person stood in the way and that was Kino, so that he became curiously every man's enemy. The news stirred up something infinitely black and evil in the town; the black distillate was like the scorpion, or like hunger in the smell of food, or like loneliness when love is withheld. The poison sacs of the town began to manufacture venom, and the town swelled and puffed with the pressure of it."

EXTEND

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

Pretend you are a wise and close friend to Kino, one who has no desire for the pearl or anything that the pearl can provide. In a letter to Kino, provide him advice. In a **narrative paragraph** lay out steps Kino should take to prevent him from being robbed or taken advantage of. What should he do first, second, third, etc.? Explain the importance for taking each step of advice. Remember to begin and end the letter with salutations.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 5



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is medical malpractice?

Medical malpractice cases arise when a patient is harmed by a doctor or nurse (or other medical professional) who fails to provide proper health care treatment. Fortunately, doctors, nurses, and hospitals make mistakes in a small number of cases. But within that small minority of cases, certain types of errors crop up more often than others. Read on to learn about the doctor and hospital mistakes that makes up the bulk of medical malpractice lawsuits.

Source: <http://www.nolo.com/legal-encyclopedia/medical-malpractice-common-errors-doctors-hospitals-32289.html>

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

marvel-26	transfigured-26	melody-28	subjugation-30	curtly-30
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READ

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

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

pp. 26-32

Setting	Characters	Pages
Kino's family Brush home	Kino, Juana, Coyotito, neighbors, the priest, and the doctor	26-32

RESPOND

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

Students might mention:

- Kino has always tried not to make plans, because he knows that the gods do not like this. However, now that he has made the plan for what to do with the riches from the pearl, the narrator explains that the plan cannot die.
- The town priest arrives at Kino's house. He asks about the pearl, and says that hopes Kino will keep the church in mind. The song of evil enters Kino as the priest arrives. It quiets when he is gone.
- The neighbors go back to their homes just before the doctor arrives. He claims to have not been home when Kino came calling earlier. He says that he has come to check on Coyotito as soon as her heard the news. He asks nothing of the pearl. Still, Kino feels a great rage well up inside him in the presence of the doctor.
- The doctor tells Kino that sometimes the sting of the scorpion can appear to get better, then strike without warning. He tells Kino that he can cure Coyotito. Kino doesn't know whether to believe the doctor or not. He decides he had better allow the doctor's help since he cannot read and therefore has no way of finding out if what the doctor is saying has truth to it.
- The doctor gives Coyotito a pill and says that it should take action in about an hour. He leaves and says he will return.

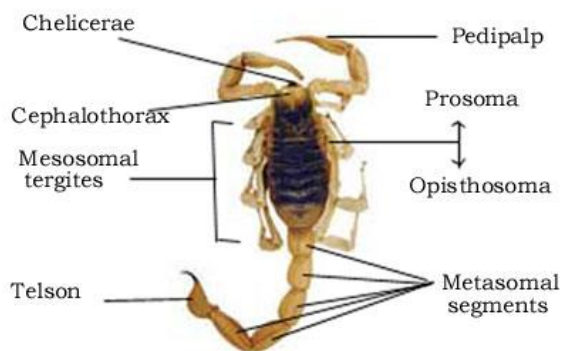
6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Create a class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter, bullet point examples of how the pearl brings destruction.

Make two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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



One possible activity:

Recreate the diagram on the left. Label the parts. Choose at least three parts and explain their purpose. If possible, try using the following website:

<http://www.scorpsweep.com/facts.html>

8. Discussion

Ask discussion questions of all 9

types (see Day 1).

Key Questions

1. According to the narrator, how has Kino doomed himself by making plans for the riches he will get from the pearl?
2. Do you think Kino will be able to remain humble once he becomes rich?
3. Why do you think Kino heard the evil music in the presence of the priest?
4. Why do you think the doctor traveled to Kino's home? Why didn't Kino expect his visit?
5. Do you believe what the doctor told Kino about the poison of the scorpion?
6. What do you think motivates the doctor?
7. Explain how Kino's lack of information and access to information forces him to trust the doctor.
8. What would you do if you were in Kino's shoes? How can you use the Internet to verify the doctor's comments?
9. How might Kino react differently if he was able to read?
10. Predict what the doctor's pill will do to Coyotito.

9. Analyze

Analyze the key paragraph.

Key Paragraph – 30

"He said, 'Sometimes, my friend, the scorpion sting has a curious effect. There will be apparent improvement, and then without warning—pouf!' He pursed his lips and mad a little explosion to show how quick it could be, and he shifted his small black doctor's bag about so that the light of the lap fell upon it, for he knew that Kino's race love the tools of any craft and trust them. 'Sometimes,' the doctor went on in a liquid tone, 'sometimes there will be a withered leg or a blind eye or a crumpled back. Oh, I know the sting of the scorpion, my friend, and I can cure it.'"

EXTEND

10. Write

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

It is quite likely that the doctor does not have a true cure for the scorpion sting, nor does he have true knowledge of the how the poison works. As an educated man, the doctor is in a role where he can easily persuade Kino to believe his treatment. As the doctor, write a technical sounding paragraph that explains how the venom of the scorpion

attacks the body. Use your imagination to create a false account of how the sting attacks the body. In a **narrative paragraph** logically explain how a scorpion's sting spreads through the body. At every stage of the scorpion's sting explain the pain and suffering the human body experiences. Finally describe the deadly effects of the sting and how it affects the body, especially in small children.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 6



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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

What are the chances of winning the lottery?

So, we multiply the 5,006,386 by 35 and see that there are 175,223,510 possible Powerball combinations. For simplicity, let's be generous and round off to an even 175,000,000. Your chance of winning the lottery on a single ticket is **one in 175 million**.

Source: http://www.huffingtonpost.com/ronald-l-wasserstein/chances-of-winning-powerball-lottery_b_3288129.html

2. Word Wall

discontentedly-32	dissembling-32	writhed-34	adoration-35	clamored-35
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READ

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

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

pp. 32-39

Setting	Characters	Pages
Kino's brush house	Kino, Coyotito, and Juana	32
The doctor's home	The doctor	32
Kino's brush house	Kino, Juana, Coyotito, neighbors, and the doctor	33-39

RESPOND

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

Students might mention:

- While Kino finishes his corn cakes and pulque, the doctor suppers on chocolates. Coyotito becomes violently ill, vomiting uncontrollably. The women of the village try to comfort Juana.
- The doctor returns and scatters the women "like chickens." He places three drops of ammonia in water and feeds it to Coyotito. Quickly, Coyotito gets well. The doctor claims to have won over the poison and asks when Kino will be able to pay the bill.
- Kino says he will pay the bill the following day, as soon as he sells his pearl. The doctor feigns ignorance, surprised to hear that Kino has a valuable pearl. The doctor suggests Kino give it to him for safekeeping, and takes note as Kino's eyes flicker to the pearl's hiding place. Kino says the pearl will be safe with him until morning.
- When the doctor leaves, Kino unburies the pearl and then reburies it under his sleeping mat. Kino awakes in the middle of the night to find a robber near the pearl's old hiding place. Kino attacks with his knife in the dark, but is hit over the head. The robber escapes.
- Juana begs Kino to get rid of the pearl, to crush it or throw it back into the sea. She tells him that the pearl has brought great evil and that it will destroy the family. Kino hushes her and assures her that after tomorrow everything will be alright. He believes that the pearl will break the family "out of the pot that holds [them] in."

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

Continue the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter, bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Two metaphors are used in today's reading. One involves the big fish that can be heard chasing the school of small fish through the shallow waters. The other involves a pot that has trapped the family.

Re-create one of these metaphors visually. Depict how it is related to Kino and his family. HINTS: What, or who has trapped Kino and his family? Who, or what, do the big fish represent? Who, or what, do the small fish represent?

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

Key Questions

1. What does Kino have for dinner? What does the doctor have? Why do you think the narrator includes these details?
2. When the doctor returns, he "scatters the women like chickens." What does the narrator's choice of words tell you about how the doctor feels about the Indian villagers?
3. What do you think was the relationship between the white powder the doctor gave Coyotito earlier and the ammonia he fed him upon his return?
4. Do you think Coyotito would have survived without the doctor's help?
5. Is Kino right to fear everyone? Do you think he has ever experienced this feeling to this degree before?
6. Describe Kino's quality of life before he found the pearl?
7. To what extent is your quality of life linked to your wealth? Can you be poor and happy? Explain.
8. Now that Coyotito is well, does Kino need the pearl?
9. Do you predict that his quality of life will improve with the possession of the pearl or will it decrease? What advice would you give him?
10. Juana believes that the pearl has brought evil on the family. In what form has this evil manifested itself?

9. Analyze Analyze the key paragraph.

Key Paragraph – 36

"And Juana, sitting by the fire hole, watched him with questioning eyes, and when he had buried the pearl she asked, 'Who do you fear?'

Kino searched for a true answer, and at last he said, 'Everyone.' And he could feel a shell of hardness drawing over him."

EXTEND

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

Because Kino has come into possession of a valuable object, he has to be very careful. Imagine that you have acquired such an object, such as the winning lottery ticket. Write a **narrative paragraph** detailing the steps you would take to protect your new wealth.

How would you keep it safe from others until you cashed it in? How would you keep it and your loved ones safe once you became wealthy? Be specific and include at least 5-10 steps.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 7



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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

What is the purpose of negotiating?

It is inevitable that, from time-to-time, conflict and disagreement will arise as the differing needs, wants, aims and beliefs of people are brought together. Without negotiation, such conflicts may lead to argument and resentment resulting in one or all of the parties feeling dissatisfied. The point of negotiation is to try to reach agreements without causing future barriers to communications.

Source: <http://www.skillsyouneed.com/ips/negotiation.html>

2. Word Wall

extravagant-42	bid-42	graft-43	comparable-43	pity-43
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READ

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

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

pp. 39-45

Setting	Characters	Pages
Kino's brush house	Kino and Juana	39-40
The Town of La Paz	Villagers- the poor, children, and the pearl dealers	41-42
The brush house village	Kino's neighbors	42-43
Kino's brush house	Kino, Juana, and Coyotito	43-45

RESPOND

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

Students might mention:

- Kino awoke in the morning and uncovered his pearl to look at it. He smiled. So did Juana.
- Everyone in town and in the village knew of the pearl and of Kino's intentions to sell it this morning.
- In town, the pearl dealers prepared themselves behind their desks. They did not work on commission. They all worked for the same man. Hence they worked together to get the lowest possible price for each pearl.
- In the village, no one went to work, for too much would be happening.
- Kino and his family prepared to head to town. Juana thought of the proper baptism Coyotito would now get. Kino thought of the new clothes he would have before the day ended.

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

Continue the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Continue working on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Create a visual of Kino with the 'evil limbs of greed and hatred and coldness' grafted onto him.

Another possible activity:

4g6 character profile chart

Fill out the Character Profile Chart on Kino

1. Write Kino in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

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

Key Questions

1. Explain how the pearl dealers try to get the lowest price.
2. How do you think commission affects the dealers buying ability or motivation?
3. What would the villagers do if the pearl was theirs? Do you think their motives would change if the hypothetical became reality for them?
4. Why didn't the villagers go to work the day Kino planned to sell his pearl? What does this infer about the village?
5. Do you think Kino become consumed by his greed? Justify your answer with two reasons.
6. Describe Kino's responsibility in his community? How much of his new wealth do you think he should spend on their betterment?
7. Compare and contrast Kino's and Juana's thoughts as they headed into town.
8. How would you compare Kino's and Juana's character?
9. Would it be better for Kino and Juana not to sell the pearl? Why or why not?
10. If you won the lottery, what good things would you do with the money? How much would you donate to others?

9. Analyze Analyze the key paragraph.

Key Paragraph – 43

"In the brush houses by the shore Kino's neighbors sat long over their breakfasts, and they spoke of what they would do if they had found the pearl. And one man said that he would give it as a present to the Holy Father of Rome. Another said that he would buy Masses for the souls of his family for a thousand years. Another thought he might take the money and distribute it among the poor of La Paz; and a fourth thought of all the good things one could do with the money from the pearl, of all the charities, benefits, of all the rescues one could perform if one had the money. All of the neighbors hoped that sudden wealth would not turn Kino's head, would not make a rich man of him, and would not graft into him the evil limbs of greed and hatred and coldness. For Kino was a well-liked man; it would be a shame if the pearl destroyed him. 'That good wife Juana,' they said, 'and the beautiful baby Coyotito, and the others to come. What a pity it would be if the pearl should destroy them all.'"

EXTEND

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

Imagine you have acquired a great amount of wealth. Write a **narrative paragraph** detailing how you would spend or invest your money. In a second **narrative paragraph** detail how you would distribute your acquired wealth if you were not allowed to spend the money on yourself. How would you help your family, your community, and society? Be sure to include how you acquired this wealth and the amount you acquired.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 8



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What are the steps of negotiation?

In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation. For example, in a work situation a meeting may need to be arranged in which all parties involved can come together.

The process of negotiation includes the following stages:

1. Preparation
2. Discussion
3. Clarification of goals
4. Negotiate towards a Win-Win outcome
5. Agreement
6. Implementation of a course of action

Source: <http://www.skillsyouneed.com/ips/negotiation.html#ixzz3bfVp5oB1>

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

dignity-45	solemn-46	stalwart-46	benign-46	collusion-50
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READ

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

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

pp. 45-52

Setting	Characters	Pages
The path to town	Kino and Juan Tomas	45-47
In the Dealer's office	Kino, and four dealers	47-52

RESPOND

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

Students might mention:

- Kino and his family set out from their house along a path leading into town. Kino and his brother Juan Tomas walked ahead as the crowd grew.
- As they walked, Juan Tomas counseled his brother to be careful so as to get a good price. Neither really seemed to know what a good price would be; only that it would be a lot.
- In town, the dealers prepared themselves. They sat in quiet, dully lit offices, and had papers out to appear busy.
- Kino arrived and the first dealer told him that the pearl was like fool's gold. While it looked valuable, it really wasn't as no one would want it except as a curiosity. He offered 1000 pesos. When Kino refused, the dealer called in three other dealers who were in collusion to get the lowest possible price from Kino. One said he wasn't even interested in bidding. Another said that the pearl was of incredibly poor quality. A third offered 500 pesos.
- Kino became enraged. He stormed out of the dealer's office, ignoring a new offer of 1500 pesos. He said he would take his pearl elsewhere, to the capital if he had to. The dealers knew they offered too little and would be punished by the owner.

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

Continue the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Create a visual of the metaphorical 'creeping of fate,' 'circling of wolves,' and the 'hover of vultures' surrounding Kino in the pearl dealer's office.

Another possible activity:

Add to the OMP of Kino

Create additional bubbles for Kino.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

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

Key Questions

1. What advice would you give to Kino who wishes to get the best price for his pearl but does not know what it is worth?
2. Describe Juan Tomas. List three characteristics.
3. Why do you think the dealers wanted to appear busy? Describe the association between being busy and being important.
4. In your own words, what happened when Kino presented the pearl to the dealers?
5. Why will the dealers be punished by their bosses for not buying the pearl from Kino?
6. What do you think happened to the men who were sent to the capital with all the villagers' pearls?

7. The pearl dealer practices legerdemain. What does this tell you about his character?
8. What advice would you give to Kino who is about to walk away from the 1500 peso offer?
9. What does this infer about his character?
10. What do you think Juana and Juan Tomas thought about Kino's actions?

9. Analyze Analyze the key paragraph.

Key Paragraph – 52

“‘I am cheated,’ Kino cried fiercely. ‘My pearl is not for sale here. I will go, perhaps even to the capital.’”

EXTEND

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

Pretend you are Juan Tomas, the only person who has no desire to get rich off Kino's good luck. In a **narrative paragraph** detail a plan to help Kino get the full worth of his pearl. Begin by telling him how to find out the value of the pearl. Next, explain how he should develop his ideal price for the pearl and develop the lowest price we will sell it for. Based on your advice, end your narrative by telling him what to do about the 1500 peso offer.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 9



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background 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 bank safe deposit?

A box—usually located inside a bank—that is used to store valuables. A safe deposit box is rented from the institution and can be accessed with keys, pin numbers or some other security pass. Valuables such as documents and jewelry are placed inside and customers rely on the security of the building to protect those valuables.

Source: <http://www.investopedia.com/terms/s/safe-deposit-box.asp#ixzz3bfWlplVt>

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

brooding-53	clamber-53	gravely-54	wisdom-54	lethargy-55
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 52-57

Setting	Characters	Pages
The houses of the villagers	Villagers	52
Kino's brush house	Kino and Juan Tomas	53-54
Outside Kino's house	Kino and intruder(s)	55-56
Back inside	Kino and Juana	57

RESPOND

5. Timeline

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

Students might mention:

- Kino sat brooding in his brush house. He had buried the pearl beneath the fire. The neighbors ate their dinners in their own houses and wondered whether Kino was foolish or very courageous.
- His brother, Juan Tomas came and sat beside him. He warned Kino that going to the Capital would not be easy. He would not have his friends to look out for him.
- When Kino's brother left and the sky grew dark, Kino heard another intruder approaching the house. He went after him. There was a scuffle and Kino lay on the ground unconscious and bleeding.
- When he awoke, Juana again begged him to get rid of the pearl, but Kino refused vowing not to let anyone take his "good fortune."
- He said that in the morning they would make their way across water and land to the capital. Juana agreed to go with him.

6. Map

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

Continue the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

7. Activity

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

One possible activity:

Use the following map of Mexico to create a route for Kino and his wife to follow. Draw the route so that they stop in at least five cities along the way.

<http://www.map-of-mexico.org/>

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

Key Questions

1. What do you think Kino is thinking about upon returning home from the pearl dealers?
2. What do you think Juana is thinking?
3. Describe the steps Kino takes to protect and secure the pearl.
4. Do you think Kino has simply become greedy? Or has he acted courageously? Defend your answer.
5. Describe Juan Tomas with Kino. Why won't the community be able to protect Kino?
6. In your own words, describe the break in.
7. Who do you think it was trying to steal the pearl and why? Who do you think sent them?
8. How has Kino's life changed since he has found "his good fortune"?
9. Would you still consider the pearl good fortune? Why or why not?
10. Predict whether or not Kino will make it out of La Paz with the pearl? Defend your answer.

9. Analyze Analyze the key paragraph.

Key Paragraph – 53

"And now, said other fearful ones, now that he had defied them, those buyers will not want to deal with him at all. Maybe Kino has cut off his own head and destroyed himself.

And others said Kino is a brave man, and a fierce man; he is right. From his courage we may all profit these were proud of Kino."

EXTEND

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

While Kino waits to sell his pearl he is attacked by an intruder. Pretend you are a police officer. Write a police report detailing the incident. Write a **narrative paragraph** depicting the sequence of events. Include a second paragraph that provides a detailed description of the intruder. Provide three facts from today's reading.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 10



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

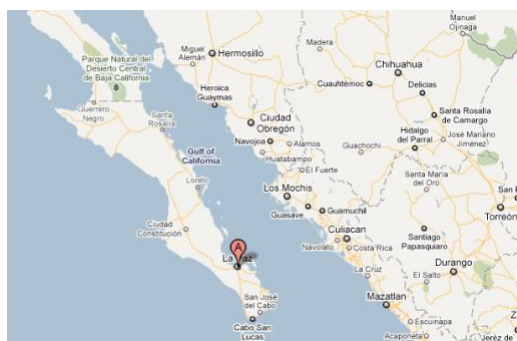
PREPARE

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



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

Where is La Paz, Baja California, Mexico?



Source: <http://themexicoreport.com/wp-content/uploads/2011/06/Picture-25.png>

2. Word Wall

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

steadied-59	surge-59	sluggishly-61	exhilaration-62	leprosy-65
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 58-65

Setting	Characters	Pages
Kino's brush house at night	Kino and Juana	58-59
The shoreline	Juana, Kino, and Kino's attacker(s)	59-63
Juan Tomas's house	Juana, Coyotito, Kino, Apolonia, and Juan Tomas	64-65

RESPOND

5. Timeline

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

Students might mention:

- Kino awoke in the middle of the night. He watched as Juana snuck out the front door toward the shore. Kino became enraged.
- He got up and followed her down to the beach. He grabbed her arm just before she was able to throw the pearl back into the sea. He punched her in the face and kicked her while she lay on the ground. He took the pearl and began back up the path.
- On the path, Kino was attacked again. He fought back and killed his attacker with his knife. The pearl rolled a short distance away, glimmering in the moonlight. Juana, bruised but walking found both the pearl and Kino lying beside the dead man. She knew at that point that there would be no way to return to the peaceful days before the pearl.
- Kino sent her up to the house to get Coyotito and supplies. Meanwhile he went to the shore to ready the boat only to find that it had been damaged beyond seaworthiness.
- Juana got Coyotito out of the house just moments before it burned to the ground. Kino, Juana and Coyotito hid in the shadows until Juan Tomas came for them and agreed to hide them in his house until nightfall came again.

6. Map

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

Continue the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

Fill out the Character Interaction Chart for Kino, Juana, and Tomas Juan.

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

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

Key Questions

1. Why do you think Juana try to get rid of the pearl?
2. What approach would you use to get rid of the pearl?
3. What does Juana want more than riches? Provide a quote that supports your answer.
4. What changed in Kino that drove him to harm his loving wife? Explain.
5. Do you think Juana will forgive him? Why or why not?
6. What would you do if you were Juana?
7. When returning from the shore, Kino was attacked. Describe Kino's response.
8. How was this scene a turning point for Kino's character?
9. What would have been a more courageous and responsible action?
10. Why in the face of so much danger, does Kino insist on not giving up? Do you think this is courage or greed? Explain.
11. What would you do if you were in his position?
12. How does Juana show courage at the end of the chapter?
13. Juan Tomas allows Kino and his family to stay with him. How does this show Juan Tomas's courage? What risk is he taking?
14. Without a way to get off shore, Kino will have to change his plans. What do you think he should do?

9. Analyze Analyze the key paragraph.

Key Paragraph – 65

“And Kino said, ‘Oh my brother, an insult has been put on me that is deeper than my life. For on the beach my canoe is broken, my house is burned, and in the brush a dead man lies. Every escape is cut off. You must hide us, my brother.’”

EXTEND

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

Now that the beach has been cut off and the authorities will be looking for Kino, they

family must come up with a new plan. Write a **narrative letter** providing step-by-step instructions to help the family escape. Be clear so that there are no mistakes. Anticipate Kino's misunderstandings. Include 10-15 actions steps. The step-by-step instructions should end with the family in safety.

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 11



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

Where is Loreto?

Loreto is guarded by the great Sierra de la Giganta and made up of the stunning Coronado, Del Carmen, Danzante, Monserrat and Santa Catalina islands. It was here that the first Mission was established, laying the groundwork for the establishment of the Church of Our Lady of Loreto.

Source: <http://www.visitmexico.com/en/loreto>

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

grief-65	pelted-68	lumbered-69	monotonously-69	oxen-70
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READ

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

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

pp. 65-70

Setting	Characters	Pages
Juan Tomas's house	Kino, Juana, Coyotito, Juan Tomas, and Apolonia	65-67
The Road between La Paz and Lareto	Kino, Juana, and Coyotito	68-70
The hiding place	Kino, Juana, and Coyotio	70

RESPOND

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

Students might mention:

- Kino and his family hide in Juan Tomas's house all day. Juan Tomas tells his neighbors that he believes Kino and his family have gone up the coast or perhaps used another boat to cross the gulf.
- As nightfall approaches Juan Tomas brings Kino supplies. He suggests one last time that Kino give up the pear. Kino says he cannot. If he were to give it up now, he would lose his soul.
- Kino and his family sneak away from the town up a dirt road leading to Lareto. The wind is blowing hard and this is good as Kino knows it will help to cover their tracks.
- As the sun rises, Kino finds a place off the road for the family to hide.
- Shortly after, a wagon goes by. Kino sneaks back to the road after it has passed to see if it has wiped away their tracks in the wheel rut. He is pleased to find that it has and he returns to his hiding place with Juana and Coyotito.

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

Continue the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Create an Open Mind Portrait of Kino's family as they lay in their hiding place off the road. Use thought bubbles to show what each is thinking about their current situation and the future.

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

Key Questions

1. In your own words, where did the family go according to Juan Tomas?
2. Do you think any of the villagers believe Juan Tomas's stories about where Kino has gone? Why?
3. How does Juan Tomas prepare the family for their escape?
4. Do you think it was responsible for Kino to escape with his family? Why or why not?
5. What do you think Kino means when he says the pearl has become his soul?
6. How does the wind help Kino and his family make a clean escape?
7. Justify Kino's concern about covering his trackers.
8. What do you think are other concerns of Kino and Juana?
9. Do you think Kino has any hope at this point of becoming rich from the pearl?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – 67

“This pearl has become my soul,” said Kino. “If I give it up I shall lose my soul. Go thou also with God.”

EXTEND

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

After discovering the pearl, Kino has gone through many attacks and has sacrificed the safety of his family. However, despite the risk he cannot give up the pearl. In a **narrative paragraph** describe Kino's attachment to the pearl. Provide three examples that show he cannot give up the pearl. Include an explanation of what Kino means when he says that the pearl has become his soul and that giving up the pearl means he will lose his soul.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 12



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

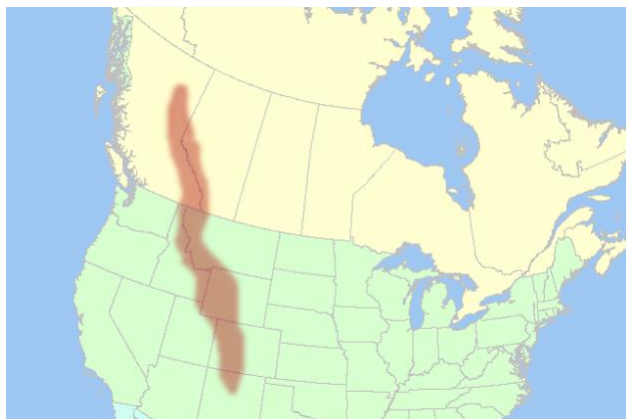
PREPARE

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



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

Where are the Rocky Mountains?



Source:

<http://upload.wikimedia.org/wikipedia/commons/e/e0/RockyMountainsLocatorMap.png>

2. Word Wall

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

illusion-71	sinister-71	sentinel-72	guttural-72	goading-75
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 70-76

Setting	Characters	Pages
Hiding in the brush off the trail	Kino, Juana, and Coyotito	70-72
At the edge of the trail	Kino and three trackers	72-74
Back in the hiding spot	Kino, Juana and Coyotito	74-76

RESPOND

5. Timeline

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

Students might mention:

- In their hiding place, Kino and his family eat corn cakes. Kino looks at his pearl. He says he will have a rifle when he sells it. But all he can see is a bleeding corpse. He says they will marry when he sells it, but all he can see is Juana's swollen face. He says Coyotito will be educated, but all he can see is his child's suffering from the doctor's medicines.
- They sleep. Kino wakes to a nearby sound. He makes his way to the road. There he sees a trio of trackers. As they come closer, he readies himself to attack. They seem interested in the place where Kino swept away his tracks. But they move on.
- Kino returns to Juana and Coyotito. He knows the trackers will soon double back. Kino and Juana discuss what they should do. Kino suggests he give up. Juana asks him whether he really believes the trackers will let any of them live.
- They decide to head for the mountains.
- They pack up and begin to move quickly toward the Rocky Mountains.

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

Continue the class theme chart on “The Pearl’s Poison.” The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

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

One possible activity:

Create an Open Mind Portrait of the trackers. Show what they are looking at and use thought bubbles to show what each might really be thinking.

Another possible activity:

Develop a Venn diagram to compare and contrast Kino’s life before and after he found the pearl.

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

Key Questions

1. Describe Kino’s hiding place.
2. What does Kino see when he looks into the pearl? Why does it only show him the past?
3. Describe the paradox between what Kino wants to do with the wealth from the pearl and what the pearl has actually led to in reality.
4. Do you think money can solve problems? Why or why not?
5. How has Kino’s character changed?
6. What do you think would happen if Kino turned himself in? What other choices does he have at this point?
7. What would be a courageous and responsible choice?
8. Why does the family decide to go to the Rocky Mountains?
9. What risk is the family taking by escaping to the mountains?
10. Predict how you think this story is going to end?

9. Analyze Analyze the key paragraph.

Key Paragraph – 75

“And then helplessness and hopelessness swept over him, and his face went black and his eyes were sad. ‘Perhaps I should let them take me.’

Instantly, Juana was on her feet and her hand lay on his arm. ‘You still have the pearl,’ she cried hoarsely. ‘Do you think they would take you back alive to say they had stolen it?’

His hand strayed limply to the place where the pearl was hidden under his clothes. ‘They will find it,’ he said weakly.

‘Come,’ she said. ‘Come!’

And when he did not respond, ‘Do you think they would let me live? Do you think they would let the little one here live?’

EXTEND

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

Kino has three choices: he can stay and prepare to fight when the trackers come back; he can flee with his family into the mountains; or he can turn himself in. Choose one of these scenarios and write a **narrative story** that explains how the story will end. Provide three key events that happen as the result of this choice.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 13



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 a fable, parable and allegory?

Fable, parable, and allegory, any form of imaginative literature or spoken utterance constructed in such a way that readers or listeners are encouraged to look for meanings hidden beneath the literal surface of the fiction. A story is told when its details—when interpreted—are found to correspond to the details of some other system of relations (its hidden, allegorical sense). The poet, for example, may describe the ascent of a hill in such a way that each physical step corresponds to a new stage in the soul's progress toward a higher level of existence.

Source: <http://www.britannica.com/EBchecked/topic/1457283/fable-parable-and-allegory>

2. Word Wall

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

outcropping-78	cleft-78	foliage-78	escarpment-79	petulant-80
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 76-81

Setting	Characters	Pages
Making a trail to the mountain cleft	Kino, Juana, and Coyotito	76-79
At the pool in the cleft	Kino, Juana, and Coyotito	79-81

RESPOND

5. Timeline

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

Students might mention:

- Kino leads his family toward the mountains in the distance. He knows it is a matter of time before the trackers turn around to pick up their trail. He moves quickly.
- As they walk along, only the horn toads and jackrabbits take notice of them in the desert environment.
- When they stop to rest, Kino tells Juana that he wants her to hide with Coyotito until the trackers pass by. Then he wants her to go to Loreto to wait for him. She says no and is resolute. Kino gives in and the three continue on with Kino in the lead carving a zigzagging path to throw off the trackers.
- They head for a pass between the mountains. There, Kino hopes there will be water and an escape route.
- Kino and Juana reach the cleft and there is indeed a small pool. As he looks below, Kino sees that the trackers are on their tail. He spies a small cave about thirty yards up the mountain.

6. Map

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

Work on the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

7. Activity

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

One possible activity:

Draw the setting as described in today's reading. Include as many natural and physical details as possible.

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

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

1. Where are Kino and Juana headed? Why?
2. Describe the scenery. What does Kino hope he will find if they reach the pass between the peaks?
3. Do you think it was a good idea for Juana and Kino to split up? Why or why not? Would you?
4. What does Juana communicate to Kino when she says she will not be apart from him?
5. What does this show about her character? Explain.
6. What would result if the family didn't walk in a zigzag?
7. Do you think Kino really wanted Juana to hide and then head for Loreto? Why or why not?
8. Why do you think Steinbeck chooses to include so much description of the natural surroundings at this point in the story?
9. What facts would you select to show if you were the author? What other information would you like to know as the reader?
10. Predict what you think will happen next.

9. Analyze Analyze the key paragraph.**Key Paragraph – 79**

"The lowest step, where the stream collected before it tumbled down a hundred feet and disappeared into the rubbly desert, was a little platform of stone and sand. Only a pencil of water fell into the pool, but it was enough to keep the pool full and to keep the ferns green in the under hang of the cliff, and wild grape climbed the stone mountain and all manner of little plants found comfort here. The freshets had made a small sandy beach

through which the pool flowed, and bright green watercress grew in the damp sand. The beach was cut and scarred and padded by the feet of animals that had come to drink and to hunt.

The sun had passed over the stone mountains when Kino and Juana struggled up the steep broken slope and came at last to the water. From this step they could look out over the sun beaten desert to the blue gulf in the distance. They came utterly weary to the pool, and Juana slumped to her knees and first washed Coyotito's face and then filled her bottle and gave him a drink. And the baby was weary and petulant, and he cried softly until Juana gave him her breast, and then he gurgled and clucked against her. Kino drank long and thirstily at the pool. For a moment, then, he stretched out beside the water and relaxed all his muscles and watched Juana feeding the baby, and then he got to his feet and went to the edge of the step where the water slipped over, and he searched the distance carefully. His eyes set on a point and he became rigid. Far down the slope he could see the two trackers; they were little more than dots or scurrying ants and behind them a larger ant."

EXTEND

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

Kino and Juana are trying desperately to escape their trackers. They try different methods to cover their tracks while fleeing in difficult desert conditions. From Coyotito's point of view write a **narrative paragraph** describing how Kino and Juana are trying to escape the trackers and survive the desert conditions. Provide three examples to support your answer. In a second paragraph explain whether or not you thought your parents were doing the right and moral action.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 14



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background 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 foreshadowing?

Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.

Foreshadowing often appears at the beginning of a story or a chapter and helps the reader develop expectations about the coming events in a story. There are various ways of creating a foreshadowing. A writer may use dialogues of characters to hint at what may occur in future. In addition, any event or action in the story may throw a hint to the readers about future events or action. Even a title of a work or a chapter title can act as a clue that suggests what is going to happen. Foreshadowing in fiction creates an atmosphere of suspense in a story so that the readers are interested to know more.

Source: <http://literarydevices.net/foreshadowing/>

2. Word Wall

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

solemnly-80	receded-81	glint-81	rouse-4	germane-84
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 81-87

Setting	Characters	Pages
The cave	Kino, Juana, and Coyotito	81-84
The pond	Kino and the trackers	84-87

RESPOND

5. Timeline

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

Students might mention:

- Kino first places Juana and Coyotito in the cave with the supplies. He then creates a false path to lead the trackers away from them. Upon returning to the cave, he tells Juana that as soon as the trackers pass them by, they will move back down the mountain.
- When the trackers finally arrive at the pool. They set up camp.
- After dark, two of the trackers go to sleep while the third keeps watch. Kino tells Juana that he must act now. He touches both Juana and Coyotito lightly, and then removes his clothes so as not to be seen so easily in the dark.
- Kino sneaks down from the cave. As he is getting ready to pounce on the man with the gun, Coyotito lets out a cry. This wakes the other trackers. They discuss whether the cry may have come from a coyote. (In a manner of speaking, it did- Coyotito means Coyote pup or little coyote.)
- Just as Kino pounces, the tracker fires off a shot at the sound of the crying coyote. Kino kills the gunman, shoots another, and finally kills the third. When his rage clears, he realizes that someone is still crying. It is the cry of death.

6. Map

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

Work on the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana. As the story progresses, the pearl brings greed, destruction, and violence. After each chapter bullet point examples of how the pearl brings destruction.

Work on the two timelines. The first should illustrate and describe the shift in settings through the novel. The second should explain and illustrate how the mood changes with the change in setting. After every chapter update both timelines.

EXPLORE

7. Activity

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

One possible activity:

Create a movie poster to advertise the new film, *The Pearl*. In addition to the title, provide a visual, and one to two sentences that evoke the theme of the movie. Also include a list of the stars cast to play the major roles.

OMP for Kino Variation for Writing

You could use the OMP of Kino to help write a character sketch.
Draw a picture with your written sketch.

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

1. In your own words, describe Kino's plan to escape the trackers for good.
2. How would you rate this plan? Explain.
3. Describe the tracker's strategy for the evening.
4. Why does Kino leave the cave?
5. Do you think this was courageous? Why or why not?
6. Why is it significant that the infant's name is Coyotito?
7. What thoughts do you think were going through Kino's head when Coyotito cried?
8. Compare and contrast the feelings of the trackers and Kino through their encounter.
9. Who do you think is crying the cry of death? Justify your prediction.
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.**Key Paragraph – 87**

"And then Kino stood uncertainly. Something was wrong; some signal was trying to get through to his brain. Tree frogs and cicadas were silent now. And then Kino's brain cleared from its red concentration and he knew the sound—the keening, moaning, rising hysterical cry from the little cave in the side of the stone mountain, the cry of death."

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

Without reading any further, write your own ending to this story. Create a **narrative paragraph** that details what happens. Who died in the cave and who survived? What is left of his family in the days that follow? Include an explanation of what happens to the pearl.

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

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

Character Based Literacy Program Lesson Plan

The Pearl, Day 15



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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

What were John Steinbeck's major works?

Arguably Steinbeck's best-known works are *East of Eden*, *Of Mice and Men* and *The Grapes of Wrath*. *East of Eden* follows the intertwined lives and times of two families, the Trasks and the Hamilton's, from the American Civil War to World War I. *Of Mice and Men* is a story about two travelling ranch workers, George and Lennie, who are trying to earn enough money to buy their own farm. *The Grapes of Wrath*, considered by many to be his finest work, tells the story of Oklahoma tenant farmers who, unable to earn a living from the land, move to California where they became migratory workers.

Source: http://www.nobelprize.org/nobel_prizes/literature/laureates/1962/steinbeck-faq.html

2. Word Wall

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

remote-88	immune-89	ulcerous-89	malignant-89	meckoned-90
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 87-90

Setting	Characters	Pages
Through town	Kino and Juana	87-89
At the shoreline	Kino and Juana	89-90

RESPOND

5. Timeline

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

Students might mention:

- The children of the town were the first to spread the word that Kino and Juana were returning to La Paz.
- They walked side by side, Juana carrying the dead body of Coyotito. They walked through the town and they spoke to no one.
- They walked past their burned brush house and past the canoe with the hole in it, but they looked at neither.
- At the water's edge, Kino took out the pearl. He looked at it and the imagery was evil. He offered it to Juana. She refused.
- Kino threw the pearl back into the ocean from whence it came. It sunk to the bottom and its evil song died out.

6. Map

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

Finish the class theme chart on "The Pearl's Poison." The pearl represented hope and opportunity for Kino and Juana

Finish the two timelines.

EXPLORE

7. Activity

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

One possible activity:

Create a visual of Kino's last look into the pearl. Capture as many of the evil images from the book as you can.

3g6 plot profile chart

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go

back the Beginning-Middle-End Chart, this will be easier to do.

2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

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

Key Questions

1. Based on today's reading, reconstruct what happened when the tracker fired his gun.
2. Describe Kino and Juana's return to the village.
3. Do you think Kino will be punished for killing several thieves? Why or why not?
4. How would you justify your actions if you were Kino?
5. How would you prosecute Kino if you were a family member of one of the thieves?
6. What do you recommend Kino and Juana do now? What would be the courageous choice of action?
7. At the end of the story, what happened to the pearl?
8. After discovering the pearl, Kino lost more than he gained. Explain this irony.
9. Compare and contrast the story's ending from the one you imagined.
10. Why do you think Steinbeck decided to end the story in this way? Is this ending realistic? Why or why not?
11. Would you recommend this book to a friend? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph – 90

“And when they came to the water's edge they stopped and stared out over the Gulf. And then Kino laid the rifle down, and he dug among his clothes, and then he held the great pearl in his hand. He looked into its surface and it was grey and ulcerous. Evil faces peered from it into his eyes, and he saw the light of burning. And in the surface of the pearl he saw the frantic eyes of the man in the pool. And in the surface of the pearl he saw Coyotito lying in the little cave with the top of his head shot away. And the pearl was ugly; it was gray, like a malignant growth. And Kino heard the music of the pearl, distorted and insane. Kino's hand shook a little, and he turned slowly to Juana and held the pearl out to her. She stood beside him, still holding her dead bundle over her shoulder. She looked at the pearl in his hand for a moment and then she looked into Kino's eyes and said softly, “No, you.”

EXTEND

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

Write a short survival guide for anyone who is about to acquire wealth. Write a step-by-step **narrative article** that guides your readers in what they should do and not do.

Provide a reason for each action you suggest that they do and not do. (The guide should include at least 5 of each suggestion) Include a paragraph that details the risks, danger, and pitfalls they are likely to encounter. Provide three solutions to deal with their own feelings of greed and the greed of others.

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

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