

Character Based Literacy Program Lesson Plan

The Cay, Introduction



Outcomes for the Novel

Some of the daily readings for *The Cay* are short (only 3-6 pages.) On those days, the lesson plans include more time-consuming enrichment activities.

If desired, the readings on the following days could easily be combined to create a 15-day lesson plan. Teachers would want to adjust Word Walls and daily writing tasks accordingly.

Days 4 & 5

Days 6 & 7

Days 9 & 10

Days 16 & 17

Timeline Map Activity

One activity included in the lesson plans is a daily map activity. This could be done as a whole class or individual students. If you do a large class maps, you may want to assign students to create symbols for each day of the story. Suggestions for each day are listed below:

Things to add each day to the class map:

- | | |
|--|---|
| 1. Curacao, German U-Boats | 12. Timothy jumping in the water |
| 2. Aruba, the <i>Empire Tern</i> exploding | 13. Reef fishing hole, coconuts |
| 3. The <i>Hato</i> | 14. Water keg and supplies in a palm tree |
| 4. The lifeboat, Phillip going blind | 15. Timothy and Phillip tied to a tree, the hurricane |
| 5. The airplane | 16. Timothy's grave |
| 6. The Cay, Phillip falling off the raft | 17. Moray eel, langosta |
| 7. Palm Tree | 18. Signal fire, airplane |
| 8. Hut | 19. The destroyer |
| 9. Guide Rope | |
| 10. Timothy's catchment | |
| 11. Stew Cat | |

Final Assignment

The culminating project for *The Cay* is to write an argument in which the writer supports claims with clear reasons and evidence. In this kind of writing, we give information and present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an issue. The primary objective is to persuade people to change beliefs.

Focus Common Core Standard for Writing

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

Teachers will need to use technology during this unit to meet the following standards.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Daily Common Core Standards:

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

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. Clarify multiple meanings. Use context and reference materials.

Concluding statement starters:

- | | | |
|------------------|-------------|-------------------|
| • In short | In summary | For these reasons |
| • In conclusion | This is why | These claims |
| • As you can see | That is why | |

Transition words and Phrases:

Beginning:

At the beginning
In the first place
First
A good

In the beginning
The first
It started when
A bad

At first
First of all
To start
One important

Middle:

A better
Also
A second
In fact
Later
Later on
Secondly

After
Another
During
A worse
Then
Next
The next

After that
Besides
Meanwhile
For example
For instance
Suddenly
When

Afterward
All of a sudden
More importantly
Equally important
In addition
The second
While

End:

A final
As a result
In fact
Finally
Since
Lastly

After
At last
In short
The worst
Later on
Of course

After that
At the end
In the end
Later
Obviously
Last

All at once
Clearly
Last of all
In the end
The best
Then

All of a sudden
The most important
Without a doubt
In conclusion
With this in mind
Ultimately

Character Based Literacy Program Lesson Plan

The Cay, Day 1



Outcomes for Today

Standards Focus

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. Clarify multiple meanings. Use context and reference materials.

SL3. Delineate a speaker's argument and specific claims, distinguishing claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

Literacy in History/Social Studies/Science & Technical Subjects

RLHSS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Respect- every person has worth and a right to respect: it is a human minimum.

Justice- justice requires that people be treated in a way that is fair and just.

Restraint- justice shows up in the things I don't say, or don't do, because it would harm another person.

Power- power and control should be consistent with rights.

Emotions- expressions of emotion should be real and not manipulative or instrumental.

Skills- restraint requires good skills for coping and cooperation as well as to consider all of the alternatives and then make the best choice.

Links to Curacao history and information:

<http://www.curacao.com/en/>

<http://worldatlas.com/webimage/countrys/carib.htm>

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

Introduce 5 important, useful words from today's reading

horizon (11)	tense (11)	gravely (15)	massive (13)	crude/ refinery (10)
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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.

p. 9-17

Setting	Characters	Pages
Willemstad, Curacao February 1942 Phillip's house	The Germans Phillip, his mother and father	9-10
Outside near the fort of Willemstad on the pontoon bridge	Phillip, his Dutch friend Henrik van Boven	11-13
Phillip's house	Phillip, his mother & father	13-17

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

6. Map

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

Map

Have students begin a large wall map of the Caribbean. It should extend to Panama, as that's where Phillip's journey ends. Plan to do a large map of The Cay as well. Students will add to it each day, and map Phillip's journey through the end of the book.

You could use the map as a place to post your timeline, as well. Instructions on mapping are on the following pages.

Locate Curacao, and draw it on your map.

Materials:

- Stiff paper 11x17 or bigger to make a map or a printed map of the area
- Push pins or something else to mark the map
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**KWL Chart: What You Know, Want to Know, and Learn**

Begin a KWL chart on World War II *and/or* a KWL chart on surviving on a deserted island.

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze.**Step Two: Fill out the K [know] column: what do you know?**

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete**Variations of the KWL Chart**

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.

3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, or in a small group

Character Contrasts

Fill out the Chart by writing in their own words how they feel about living on the island. How do the character's feelings about the island give you clues to each person's personality?

Character	Feelings about living on the island
Phillip	
Mom	
Dad	

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think the book is dedicated "To Dr. King's dream?" What does this imply the book might be about?
2. What is the German navy's motivation for blowing up oil tankers? Is this an effective war strategy?
3. What kinds of strategies have we used in the war in Iraq and Afghanistan? Is this similar to what the Germans did in Curacao?
4. What kind of relationship do Phillip's parents have right now?
5. What do you predict might happen to Phillip and his parents now that the war has come to their island?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 16

"My mother, I knew, had not wanted to come to Curacao in late 1939, but my father had argued that he was needed for the war effort even though the United States was not at war then. Royal Dutch Shell had borrowed him from his American company because he was an expert in refineries and gasoline production. But the moment she saw it, my mother decided she didn't like Curacao and she often complained about the smell of gas and oil whenever the trade winds died down" (p. 16).

EXTEND

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

Even before they moved to Curacao, Phillip's parents had different opinions of the move. **Write an argumentative paragraph in which you answer all of the following questions and be sure to support your claims with clear reasons.**

- Based on what you know so far, do you think moving was the right thing to do? Why or why not?

- What was Phillip's father's view of the move? Why did he think they should move to Curacao?
- What was Phillips's mom's view of the move? Why did she feel this way?
- Do you think Phillip wanted to move? Why?
- Should his parents have taken his opinion into account? Why or why not?
- Should one person's view count more than the others? Tell why or why not and defend your opinion.
- Do you think this family is acting with justice while making this decision to move? Why?

Argumentative Paragraph template

Should Phillip's family have moved? Why?	
What was father's view of the move? Why?	
What was mother's view of the move? Why?	
What was Phillip's view of the move? Why?	
Should the parents listen to Phillip? Why?	
Should one person's view count more than the others? Who's and why?	
Did they handle this decision in just manner? Why?	

11. Close

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

Extend the reading to the student's lives or to the world.

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

The Cay, Day 2



Outcomes for Today

Standards Focus

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of words and phrases as they are used in a text

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

What do the initials on boats stand for?

The nautical term S.S. means Steam Ship. H.M.S. means Her Majesty's Ship, and U.S.S. means United States Ship.

Caribbean Islands (from the Library of Congress)

World War II

At the outbreak of World War II, the United States assumed Britain's defense responsibilities in the Caribbean. In September 1940, the two countries agreed to the Lend-Lease Agreement (also called the Bases-for-Destroyers Agreement). It involved the loan of forty out-of-date American destroyers in return for leasing, rent free for ninety-nine years, British naval and air bases on five British West Indian islands--the Bahamas, Jamaica, Antigua, St. Lucia, and Trinidad and Tobago--as well as British Guiana, Bermuda, and Newfoundland. The Lend-Lease Agreement was signed formally in London on March 27, 1941.

Under its terms, the United States established eleven military bases in the area (and in Bermuda) and quickly transformed five British colonies in the West Indies into outposts of Caribbean defense for use against German submarine warfare. After President Franklin D. Roosevelt designated the Caribbean as a coastal frontier, the Eastern Caribbean became the forward edge of American defense strategy during the war. American strategists at that time referred to the West Indies as "the bulwark that we watch."

The strategic significance of the Caribbean became evident during the war. More than 50 percent of the supplies sent to Europe and Africa from the United States were shipped from ports in the Gulf of Mexico. One year after the Pearl Harbor attack, the United States Caribbean Defense Command reached a total of 119,000 personnel, half of them stationed in Panama to protect the canal from Japanese attack. Although the expected Japanese attack did not come, the Germans inflicted massive damage on shipping in the Caribbean in 1942. German submarines even slipped into the region's small harbors to shell shore targets and to sink cargo ships at anchor. By the end of the year, U-boats operating in the Caribbean had sunk 336 ships, at least half of which were oil tankers, with a total weight of 1.5 million tons.

- For a list of U.S. ships sunk in the Caribbean during WWII see:
<http://www.usmm.org/carib.html>

2. Word Wall

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

gloom (20)	precious (20)	mutiny (21)	defying (24)	clenched (26)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

p. 18-27

Setting	Characters	Pages
Phillip's house	Phillip, his parents	18-20
The islands of Aruba and Curacao	Phillip, his parents, the people of the islands	20-22
The harbor	The people of the islands	22-23
Phillip's house	Phillip, his parents	23-25
The S.S. <i>Hato</i>	Phillip, his parents, other passengers	25-27

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.

6. Map

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

Map

Locate Aruba, and draw it on your map.

EXPLORE

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

Bookmark: Suitcase Bookmark

Phillip must pack on short notice. Knowing that there is a chance that the ship he is on will be torpedoed; create a suitcase bookmark that shows what you think Phillip should be taking with him on his journey.

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you packed a suitcase.

1. Imagine that you are going to be moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Step Three: As you read the story you can add things to your suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life size if you want, or wall size, or 3D.

Variations for Writing

3. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road.
4. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What dangers would Phillip and his mother face if they went back to the U.S.?
2. How did the destruction of the *Empire Tern* affect Phillip's community?
3. Why does Phillip want to stay with his father?
4. Is Phillip's mother a coward? Is she acting in a just manner? Why?
5. If you were Phillip, would you want to stay with your father or leave with your mother? Why?

6. What would be the most respectful and just choice? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 24

“Suddenly, I felt hollow inside. Then I became angry and accused her of being a coward. She told me to go off to school. I said I hated her” (p. 24).

EXTEND

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

Justice Requires Restraint. **Write an argumentative paragraph responding to the above paragraph. Be sure to answer the following questions and support your claims with clear reasons and relevant evidence. Write a concluding statement.**

- Is Phillip showing justice *or* restraint toward his mother in this chapter?
- Do you believe his mother is a coward? Why?
- Why is she forcing Phillip to leave Curacao against his will?
- Is this the right thing to do? Why or why not?

Paragraph Template

Is Phillip showing justice or restraint toward his mother in this chapter? Give at least 2 examples to support your claim.	
Do you believe his mother is a coward? Why?	
Why is she forcing Phillip to leave Curacao against his will?	
Is this the right or just thing to do? Why or why not?	
What is your concluding statement?	For these reasons.....

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

Extend the reading to the student’s lives or to the world

Character Based Literacy Program Lesson Plan

The Cay, Day 3



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

If possible, have students take a quiz that tests their lifeboat survival instincts. Have a contest with a reward for the person with the highest overall survival IQ. If students cannot have internet access, but the teacher can, have the students discuss options, and submit a class decision online.

Cross-curricular connections to Science:

Learn about buoyancy and the anatomy of a sinking ship in

www.youtube.com/watch?v=dnU3_GKSoxc

<http://www.odec.ca/projects/2009/dong9a2/buoy.htm>

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

constantly (28)	ignited (30)	rare (33)	outrageous (34)	shelter (36)
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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.

p. 28-38

Setting	Characters	Pages
The <i>Hato</i>	Phillip, his mother, the captain, the boat's crew	28-30
A Lifeboat	Phillip, Timothy, Stew Cat	30-38

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.

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

Map

Map Phillip's journey on the *Hato*... what direction would it have gone? Locate where the *Hato* might have sunk, and draw it on your map.

EXPLORE

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

Fill out the Setting Chart

Complete a 1g6 Setting Chart for the lifeboat. Later, you will complete one for the Cay as well. The chart is on the next page.

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.

Key Questions

1. What is the tone of this chapter?
2. Why do you think the author chooses this particular tone?
3. How do the crew and passengers react to the sinking of the *Hato*?
4. What is Phillip's initial reaction to Timothy? Is it just or respectful?
5. How does Timothy treat Phillip? Why?

6. How would you react to Phillip if you were Timothy? What would you do in his place?

9. Analyze Analyze the key paragraph.

Key Passage, p. 36-37

“Although I hadn’t thought so before, I was now beginning to believe that my mother was right. She didn’t like them. She didn’t like it when Henrik and I would go down to St. Anna Bay and play near the schooners. But it was always fun. The black people would laugh at us and toss us bananas or papayas.

She’d say, when she knew where we’d been, ‘They are not the same as you, Phillip. They are different and they live differently. That’s the way it must be.’ Henrik, who’d grown up in Curacao with them, couldn’t understand why my mother felt this way (p. 36-37).

EXTEND

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

Write an argumentative paragraph explaining how Phillip feels about people of color, and how you believe he should treat Timothy in this situation. Support your ideas with clear reasons and relevant evidence. Make sure you end your paragraph with a concluding statement. Remember: Justice Requires Restraint. Be sure to address the following:

- What would be the *just* way for Phillip to behave?
- What did Phillip’s mother mean by the statement above? Why would she feel that way?
- What kind of relationship did she want her son to have with people of different races?
- What was Phillip’s original opinion on the issue? Why?
- How has that changed now that he’s with Timothy?

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

Extend the reading to the student’s lives or to the world

Name _____

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Cay, Day 4



Outcomes for Today

Standards Focus

Common Core Focus

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RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

L4 Determine the meaning of words and phrases as they are used in a text

L3. Use knowledge of language and its conventions when writing, speaking reading or listening.

a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy.

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Discuss the causes of blindness, specifically blindness caused by head trauma.

Review the symptoms at

<http://www.nlm.nih.gov/medlineplus/visionimpairmentandblindness.html>.

How many of those symptoms did Phillip exhibit before he went blind?

For current statistics and information about blindness in the United States, visit the American Foundation for the Blind at: <http://www.afb.org/Section.asp?SectionID=15>

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

recollection (41)	separating (44)	unbearable (44)	haze (44)	shuddering (45)
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READ

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

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

p. 39-46

Setting	Characters	Pages
The lifeboat	Phillip, Timothy, Stew Cat	39-46

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.

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

Map

Where is the lifeboat today? Mark where Phillip might have gone blind.

EXPLORE

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

Open Mind Portrait

Begin an open mind portrait for **Timothy**. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind? You might also consider beginning a double open mind portrait that includes both Phillip and Timothy.

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.

2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

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.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Timothy's background?
2. Do you believe Timothy is well prepared for survival?
3. What has happened to Phillip?
4. How would you react to finding out you were blind?
5. Why does Timothy tell Phillip the story about the man he knew who went blind temporarily?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 46

"I remember that at one point my fear turned to anger. Anger at Timothy for not letting me stay in the water with my mother, and anger at her because I was on the raft.

I began hitting him and I remember him saying, 'If dat will make you bettah, go 'ead' (p. 46).

EXTEND

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

At the end of the reading, Phillip becomes very angry. **Write an argumentative paragraph with clear reasons and relevant evidence answering the following questions:**

- Why is Phillip angry? Give clear reasons.
- Who is he *really* angry with? Why?
- Does Phillip have a right to be angry?
- Is it ever ok to be angry with another person because of your life circumstances? Why?
- Is he treating Timothy with justice or restraint in this case? Give evidence.
- Why does Timothy respond to Phillip the way he does?
- Why is this a good way to treat Phillip right now?

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

The Cay, Day 5



Outcomes for Today

Standards Focus

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking reading or listening.

a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy.

L.4 Determine the meaning of words and phrases as they are used in a text

SL3. Delineate a speaker's argument and specific claims, distinguishing claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

What are the best ways to survive on a life raft?

http://www.tpub.com/content/aviation/10330/css/10330_107.htm

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

anxiously (48)	drone (48)	dishearten (49)	scanning (49)	sizzle (49)
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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.

p. 47-51

Setting	Characters	Pages
The third day on the lifeboat	Timothy, Phillip, Stew Cat	47-51

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.

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

Map

Where is the lifeboat today? Mark where Timothy and Phillip heard the airplane.

EXPLORE

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

Advertisement for Future Dream Property

Imagine that Timothy and Phillip have their choice of deserted islands to live on. Create an advertisement for their ideal island. Detailed directions follow on the next page.

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as whether location, people, houses etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Variations for the Ad

1. Write the ad if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals. Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Phillip feel after the plane leaves without spotting them?
2. Do you believe Stew Cat is bad luck?
3. What role is Timothy taking on the life raft?
4. On page 50, the author points out that “He (Timothy) realized what I meant.” What does Timothy realize? Why is this important to Phillip?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 49

“But the long, hot day was passing without sight of anything. I knew Timothy was constantly scanning the sea. It was all so calm now that the raft didn’t even seem to be drifting. Once, I crawled over to the edge to touch the warm water and felt Timothy right behind me” (p. 49).

EXTEND

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

Now that he is blind, Phillip is beginning to depend almost completely on Timothy for survival.

Write an argument in which you answer the following question and you support your claims with logical reasoning and relevant evidence. If your teacher allows your access use the internet to develop your claims and reasoning. Make sure you conclude with a statement or two that follows and supports the argument you present.

- Does our society treat individuals with disabilities differently than people without disabilities?
- In which ways do you believe it is okay or respectful to treat people with disabilities differently?
- In which way do you believe it is disrespectful to treat people with disabilities differently?

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

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

The Cay, Day 6



Outcomes for Today

Standards Focus

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking reading or listening.

a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

See for Caribbean Lands and Culture.

<http://geography.about.com/od/lists/a/caribbea-area.htm>

Learn about shark attacks, and how to prevent them:

<http://www.flmnh.ufl.edu/fish/Sharks/ISAF/ISAF.htm>

<http://fox2now.com/2013/07/01/teen-punches-shark-to-prevent-attack/>

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

gasping (52)	thrashing (53)	tilted (53)	harassment (54)	ignored (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.

p. 52-55

Setting	Characters	Pages
In the lifeboat	Timothy, Phillip	52-55

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.

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

Map

Where is the lifeboat today? Mark where Phillip fell off the raft. Draw the island.

EXPLORE

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

Postcard

Pretend you are Phillip's friend on the lifeboat. Help him to create a **postcard** to send home to his parents. On one side, draw a picture of the lifeboat in the ocean where you are. On the other, write a brief letter letting them know you're safe, telling them where you are, and explaining who you're with on the boat.

Materials:

- Card Stock Note Cards to make your post card
- Markers, crayons, pens, colored pencils or pencils
- Pictures, graphics, photographs, cartons, or drawings
- Construction paper, scissors and glue sticks if desired

Directions:

1. You are one of the characters in the story. On the back of your postcard write to another character about an event, situation, problem, or person you are dealing with. Include at least 5 sentences, using correct grammar and spelling and giving examples and details.
2. Leave a place for the address of the person to whom you are sending the card and a place for the stamp. You may cut out the one on the reverse side or create your own. The cost of mailing a 5X8 post card is now 39 cents.
3. Add graphics on the front, and write an appropriate caption.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What near-fatal mistake does Phillip make?
2. Why is Timothy “enraged” by Phillip’s mistake?
3. Is Timothy’s rage justified? Is rage ever justified?
4. How would you have reacted if you were Timothy? Phillip?
5. How do you think Timothy feels about Phillip?
6. Why does Phillip want to stay on the raft?
7. Why does Timothy want to land on the island?
8. Who do you think is correct?

9. Analyze Analyze the key paragraph.

Key Passage, p. 55

“I said, ‘I don’t want to go on that island.’

I don’t think there was anyone on earth as stubborn as old Timothy. There was steel in his voice when he answered, ‘We be goin’ on dat islan’, young bahss. Dat be true” (p. 55).

EXTEND

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

Both Phillip’s father and mother ignored Phillip’s opinion about whether or not the family should stay on Curacao at the beginning of the book. Now, Timothy also ignores his opinion.

Write an argumentative paragraph addressing the following:

- At twelve, do you think a boy like Phillip is old enough to have input in important decisions that will affect his future?
- Describe a time in your life that a decision was made about your life by someone else.
 - Who made the decision for you?
 - What was the decision?
 - Why did they make the decision? What factors were considered in making the decision?
 - How did it make you feel?
 - Was it the best thing for you?
 - Would you do something differently? Why? Give clear reasons.
 - How did you feel about the person making the decision? Do you think they treated you justly? Support your claims.

Paragraph Template

Who made the decision?	
What was the decision?	
Why did they make the	

decision? What factors were considered in making the decision?	
How did it make you feel?	
Was it the best thing for you?	
Would you do something differently?	
How did you feel about the person making the decision? Did you respect them and treat them justly?	
Did they treat you justly?	

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

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

The Cay, Day 7



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

For a beautiful slide show of Caribbean reef fish:

<http://www.ramblincameras.com/Carsrd4.htm>

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

cay (57)	lurched (58)	cracking (60)	navigation (61)	fret (62)
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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.

p. 56-62

Setting	Characters	Pages
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The lifeboat	Timothy, Phillip, Stew Cat	56-57
The Cay	Timothy, Phillip, Stew Cat	57-62

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.

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

Map

Add Devil's Mouth to the Caribbean map.

Begin a large map of the Cay.

Mark the beach where Phillip and Timothy landed. Add the palm tree, and the place where they'll make camp.

EXPLORE

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

Share Phillip's Experience

WARNING: KNOW YOUR CLASS.

- This is a great activity for some groups, but other classes may not be mature enough to handle it. Teachers should set the guidelines for this activity based on their knowledge of the abilities their students.
- Pair students. In turn, each student should put on a blindfold or close her or his eyes, and the partner student should guide the student across an obstacle course. This could be as simple as walking across a classroom, or more involved in a large space outside.
- Alternately, the teacher could provide students with items to touch and feel while blindfolded, and see if they can figure out what the items are using their other senses.
- After the experience, discuss or journal about what students learned about being blind. How do they think Phillip is feeling right now in the story?

For some more advice on conducting a trust walk, and for reflective discussion questions scc.losrios.edu/~harrispa/assignments/.../exercises/trust_walk.doc

- <http://www.icebreakers.ws/small-group/trust-walk-teambuilding-activity.html>

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is Timothy's mood when they land on the cay?

2. Why does Timothy refer to their new home as a cay rather than an island? What is the difference?
3. What tasks does Timothy plan to complete right away? Why?
4. What do you think Timothy is hiding from Phillip?
5. Is it ever OK *not* to be honest?
6. Can someone practice justice and be dishonest at the same time?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 59

“Of course, both times happened when I was younger. Now, my father was always honest with me, I thought, because he said that in the end that was better. I wished Timothy would be honest with me” (p. 59).

EXTEND

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

Do you agree with Phillip? Is honesty always the best policy? Does dishonesty ever serve justice?

Write at least a two paragraph argument about a time when you weren't sure whether being honest was the right choice.

- How old were you?
- Where were you?
- Who were you with?
- What was the situation?
- Did you choose to tell the truth? Why or why not?
- What was the result?
- Do you feel you acted with justice on that occasion?

Paragraph template

How old were you? Where were you? Who was with you?	
What was the situation?	
Did you choose to tell the truth? Why or why not?	
What was the result?	
Do you feel like you acted with justice on the occasion? Why or why not? Support your argument.	

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

Character Based Literacy Program Lesson Plan

The Cay, Day 8



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

L3. Use knowledge of language and its conventions when writing, speaking reading or listening.

a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

While the world was fighting Hitler's racist policies in Europe, racism was very much alive in the rest of the world, as Phillip's mother illustrates.

Racism in the U.S. in the 1940s:

<http://www.pbs.org/wgbh/amex/eleanor/filmmore/reference/interview/jarrett04.html>

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

hut (64)	sloped (64)	refused (66)	impatient (67)	murmuring (68)
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READ

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

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

p. 63-68

Setting	Characters	Pages
The Cay, at their camp	Timothy, Phillip	63-66
The Cay, at the beach	Timothy, Phillip	66-68

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.

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

Map

Continue map of the Cay. You will add to it each day, and map Phillip's journey through the end of the book.

Add the hut and the reef.

Draw the signal fire and spell out their message in rocks.

EXPLORE

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

Fill out the Setting Chart

Complete a setting chart for the Cay.

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.

Key Questions

1. What does Timothy do that is essential to their survival?

2. What are some examples of the lack of respect that Phillip has for Timothy?
3. Do you think Timothy likes Phillip?
4. Is it okay for boys or men to cry?
5. Is Timothy a good person to be stranded on an island with?
6. Do you think Timothy can read and write?
7. Why does Phillip feel so superior to Timothy?
8. Is one ever justified in feeling superior to another person?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 65

“My mother was right, I thought. They had their place and we had ours. He did not really like me, or he would have taken me along. He was different” (p. 65).

EXTEND

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

Phillip does not treat Timothy with justice. Despite all the things Timothy helps him with, Phillip continues to feel and act like he is inherently better than the old man. Phillip assumes that because Timothy is different, he is not smart or caring.

Write at least two argumentative paragraphs that support the claim that we should never judge someone because of their background or appearance. Support your claims with clear and relevant evidence, acknowledge opposing claims and conclude with support for your argument.

List reasons why we should never judge someone by their background or appearance.	
List some evidence for your claims.... or what could happen?	
Why do some people believe it is a good practice to judge others by their background or appearance?	
Tell why their beliefs are not justified.	
Support your argument. This is why...	

Name _____

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Cay, Day 9



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Students can learn how to weave their own mats out of newspaper at:

<http://www.youtube.com/watch?v=VbknyAGw1Ro>

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

lengths (71)	fiber (71)	guide (71)	struck (71)	stunned (71)
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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.

p. 69-72

Setting	Characters	Pages
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The cay, by the hut	Timothy, Phillip	69-72
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RESPOND

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

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

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

Map

Add the rope Timothy made from the camp to the beach.

EXPLORE

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

Weaving

Weave a sitting mat (like Phillip's sleeping mat) for yourself using newspaper. Try to close your eyes while you make part of it. You can find full instructions on how to weave a mat like this online.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does the author mention that Phillip learned to speak a second language in only a year?
2. Why does Phillip resist Timothy's efforts to include the boy in the work?
3. Do you think he has a right to resist the work? Why?
4. Why does Timothy insist Phillip help?
5. What makes Phillip decide to be Timothy's friend?
6. What is the significance of Phillip asking Timothy to call him by name instead of "young boss?"

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 70

"The rope was for me. If he happened to be out on the reef, and I heard a plane, I could take a light from our campfire, follow the rope down, and touch off the big fire. The vine rope would also serve to get me safely down to the beach" (p. 70)

EXTEND

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

Timothy constantly encourages and pushes Phillip to help on the island. Slowly, Phillip realizes that Timothy is trying to help Phillip, not merely bully him.

Think about a time when someone – a friend, parent, teacher, or other adult – motivated you to do something good for yourself or another person. **Write an argumentative paragraph or 2 about the situation, explaining why this was good for you. Make sure to answer all of the following questions and end your writing with a concluding statement.**

- Who was the person?
- What did he or she try to get you to do? Why?
- What was that person's reason for pushing you?
- Why did you resist doing this thing at first?
- Did you do it? Why or why not?
- Would you change the situation if you could go back? Why or why not?
- Was this in your best interest? Would you do the same for someone else?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program Lesson Plan

The Cay, Day 10



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in grades 6-8-text complexity band proficiently with scaffolding as

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

1. Background

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



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

Timothy and Phillip had to find water to survive. To do this, Timothy builds a rainwater catchment. An explanation of rainwater catchments can be found at:

<http://www.rain-barrel.net/rainwater-catchment.html>

There is a growing movement to encourage people to collect rainwater for household use, thus preserving our water supplies.

2. Word Wall

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

tropical (73)	lonesome (74)	parade (75)	broiled (76)	tatters (77)
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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.

p. 73-78

Setting	Characters	Pages
In the hut, during a rainstorm	Timothy, Phillip, Stew Cat	73-76
On the cay, outside	Timothy, Phillip	76-78

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.

6. Map

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

Map

Add Timothy's catchment to the map.

EXPLORE

7. Activity

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

Character Interaction Chart

Fill out the Character Interaction Chart for Timothy, Phillip, and Phillip's mother. Phillip's mother and Timothy have not yet met, so you will have to figure out what they would think of each other *if* they ever met.

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.

Key Questions

1. What is a catchment? Why is it important to their survival?
2. What is Timothy's take on racism? Is he a racist?
3. Why does Phillip wish his parents could see him and Timothy on the cay?

4. Why is Timothy pleased to have Phillip with him, even though Phillip might create extra work for him?
5. What is the author's tone in Chapter 10? How is this different from previous chapters?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 74

"I liked the rain because it was something I could hear and feel; not something I must see. It peppered in bursts against the frond roof, and I could hear the drips as it leaked through. The squall wind was in the tops of the palms and I could imagine how they looked in the night sky, thrashing against each other high over our little cay" (p. 74).

EXTEND

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

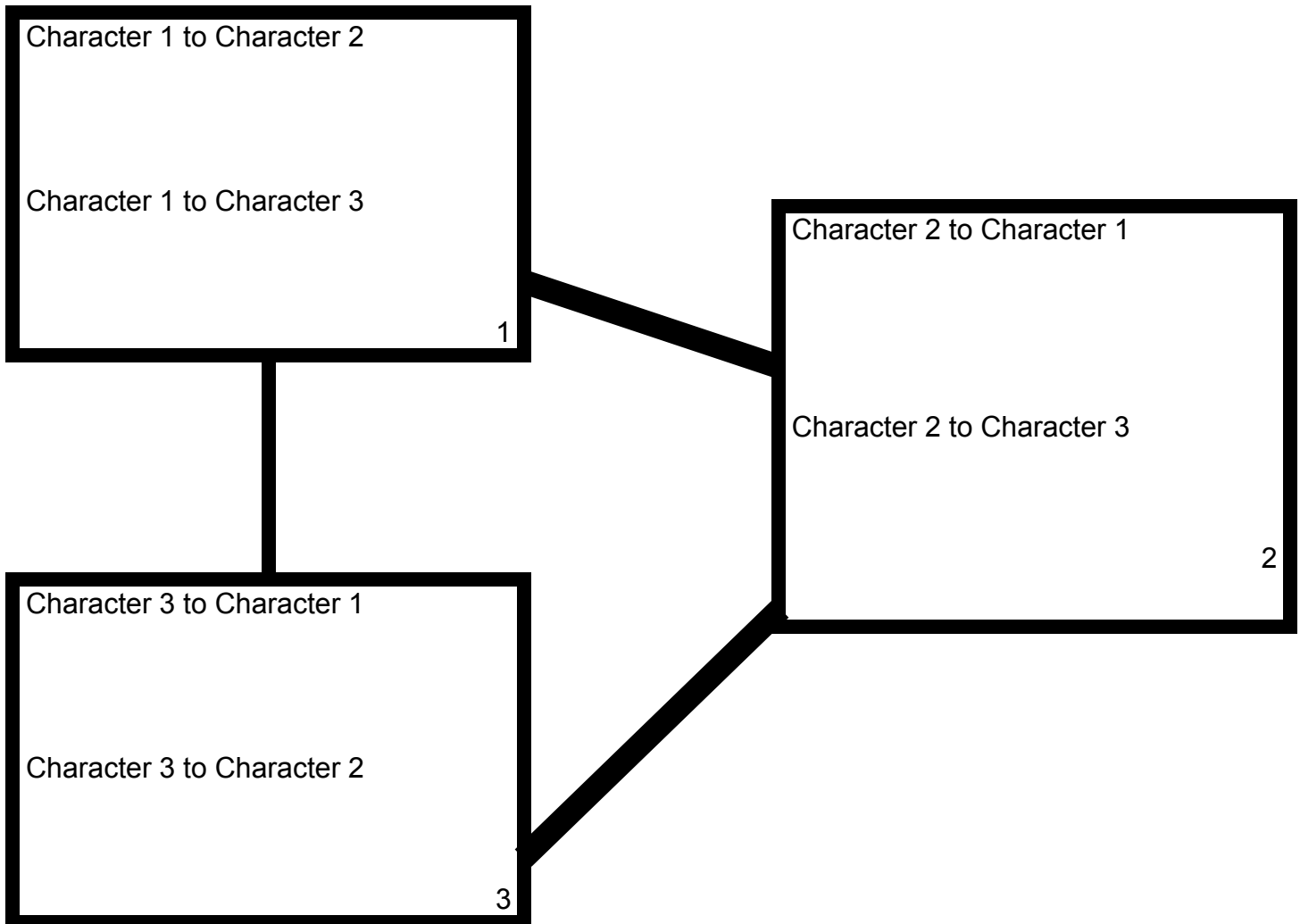
Throughout their time on the cay, the weather plays a central role in Phillip and Timothy's life. **Write at least two argumentative paragraphs where you answer the following:**

- Should all people be required to be prepared for natural disasters such as severe storms and earthquakes?
- How should people prepare for a severe storm or earthquake? (use internet to search if this is okay for your students)
- What would you do if a natural disaster occurred and your family was prepared for a natural disaster but your neighbors were not?
- Would you help your neighbors? What if it meant you might be putting your family at risk?
- To what extent would you be willing to help others?
- Would you be justified in your decisions?

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

Extend the reading to the student's lives or to the world

Name _____

5g6 Character Interaction Chart

Character Based Literacy Program Lesson Plan

The Cay, Day 11



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L4 Determine the meaning of words and phrases as they are used in a text

SL3. Delineate a speaker's argument and specific claims, distinguishing claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Timothy clearly practices a different religion from the one Phillip is used to. He believes in *jumbis*, or evil spirits, and takes action to deal with the cat *jumbi* he believes is on the cay. Although we can't be sure what religion Timothy practices, it could be some form of Santeria, or other local Caribbean religion with ancient African roots. You may want to explore issues of religious tolerance with your class.

<http://www.religioustolerance.org/santeri.htm>

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

abruptly (80)	nonsense (81)	occasionally (83)	stranded (84)	tethered (85)
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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.

p. 79-87

Setting	Characters	Pages
All around the cay	Phillip, Timothy	79-81
The camp	Phillip, Timothy, Stew Cat	81-82
The hut	Phillip, Timothy	82-84
The beach	Phillip	84-85
The hut	Timothy, Phillip, Stew Cat	85-87

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.

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

Map

Add Stew Cat or his wooden replica

EXPLORE

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

Story Prop

Today, Timothy created a prop to help him ward off bad luck on the cay. Create a story prop for yourself that represents the plot of the book thus far. Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

Materials:

- Construction paper, or other stiff paper
- Pencils, pens, crayons, markers
- Scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. Make a 3 dimensional or life size version of the prop.
2. Create a bulletin board with cut outs or drawings of each prop.
3. Put a label with the name of each object underneath the prop.
4. Using a smaller piece of paper [binder paper size], make a mini-wall with small drawings of 10 important objects in the story.

Variations for Writing

1. Write a paragraph describing this prop.
2. Write a paragraph describing this prop as it is being used or observed by a character in the story. This could be during the story, or in the future.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why are pets so important to people?
2. Is believing in *jumbi* equivalent to being crazy?
3. Why does the author include the last line on page 87 in this chapter?
4. How does that line change the tone of the chapter?
5. In what ways do you believe their luck will be getting worse?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 81

“I was starting to be less dependent on the vine rope, and sometimes it seemed to me that Timothy was trying hard to make me independent of him. I thought I knew why, but I did not talk to him about it. I did not want to think about the possibility of Timothy dying and leaving me alone on the cay” (p. 81).

EXTEND

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

Phillip is faced with the prospect of being completely alone on the cay. Even though he knows it is a real possibility, he doesn't want to think about it, and never discusses it with Timothy.

Write a paragraph detailing when parents or guardians should begin teaching children to be independent? Give a specific age and defend your position with clear reasons and evidence-based logic. Use a computer research your evidence and reasoning.

Here are some things to consider:

- Taking care of a pet
- Staying home alone
- Staying overnight at a friend's house
- Completing homework
- Choosing friends
- Going to the movies with friends
- Owning a cell phone
- Walking alone to a destination
- Having a job
- Going on a date

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

Character Based Literacy Program Lesson Plan

The Cay, Day 12



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking reading or listening.

a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

What is malaria? Information about malaria causes, symptoms, treatment and prevention:

<http://www.cdc.gov/malaria/>

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

harsh (88)	gulped (89)	shiver (89)	weakly (91)	regained (92)
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READ

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

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

p. 88-92

Setting	Characters	Pages
The hut, in mid-May	Phillip and Timothy	88-90
The water	Phillip and Timothy	90-91
The beach	Phillip and Timothy	91-92

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.

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

Map

Add the spot where Timothy jumped into the water when he was sick.

EXPLORE

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Have you ever experienced an illness as severe as malaria?
2. Have you ever witnessed someone experience an illness as severe as malaria?
3. How would Phillip have dealt with Timothy's illness before *The Hato* was torpedoed?
4. In what ways has Phillip changed in his months on the cay?
5. How will this illness affect Timothy and Phillip's life on the cay in the long term?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 92

"I helped him to his feet, and we went up the hill together, Timothy leaning on me for support for the first time. He never really regained his strength" (p. 92).

EXTEND

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

Up until now, Timothy has been the one taking care of Phillip. Now, Phillip finds himself in a reversed role; he must now care for the old man.

Write an argument about the time when you first realized that another human being depended on you. Do you think you were ready and capable to care for this person? Tell why and defend your position. Include the following information:

- Who was this person?
- Where were you?
- How old were you?
- Why was he or she depending on you?
- What did you have to do for this person?
- How did you react?
- Did you treat the other person with justice?
- How did it make you feel to be the caretaker in the relationship?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program Lesson Plan

The Cay, Day 13



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Discuss the ecological importance of coral reefs, and the life-sustaining animals that live there.

http://oceanservice.noaa.gov/education/kits/corals/coral07_importance.html

<http://www.endangeredspeciesinternational.org/coralreefs5.html>

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

fascination (97)	sense (97)	blurred (98)	graduated (99)	welted (100)
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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.

p. 93-100

Setting	Characters	Pages
The hut	Phillip, Timothy	93-94
The coral reef	Phillip, Timothy	94-98
The palm coconut tree	Phillip, Timothy	98-100

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.

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

Map

Add the reef fishing hole. Add the spot where Timothy got the coconuts.

EXPLORE

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

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does learning how to fish mean to Phillip?
2. Why is it important to teach this skill to Phillip instead of just giving him fish?
3. Why does Phillip teach Timothy about geography?
4. The climbing of the coconut palm is a turning point in the story. What would be a literary term for this crucial moment?
5. Is Phillip's blindness a handicap?
6. How would you want to be treated if you were blind? Deaf?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 100

"It rained that night, a very soft rain. Not even enough to drip through the palm frond roof. Timothy breathed softly beside me. I had now been with him every moment of the day and night for two months, but I had not seen him. I remembered that ugly welted face. But now, in my memory, it did not seem ugly at all. It seemed only kind and strong" (p. 100).

EXTEND

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

If Phillip and Timothy had not been stranded together, they most likely never would have become friends. In fact, meeting Timothy has completely changed Phillip's attitudes toward race. Phillip at first judged Timothy "by his cover." Now, he thinks of Timothy as a wonderful person instead of an ugly face.

Write an argumentative paragraph about prejudice that agrees or disagrees with the following:

"Prejudice keeps people from fully experiencing life."

Think about this:

Has prejudice ever kept you from doing something or being with a particular person?

- Why or why not?
- How did this make you feel?
- Did you treat others with justice at the time?
- Can someone be prejudice and show respect for the rights of all?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program Lesson Plan

The Cay, Day 14



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented. .

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

L4 Determine the meaning of words and phrases as they are used in a text

L3. Use knowledge of language and its conventions when writing, speaking reading or listening.

a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Talk about preparing for severe weather events.

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

distinctly (102)	meant (102)	freak (103)	nervous (104)	lashed (105)
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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.

p. 101-105

Setting	Characters	Pages
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A hot morning in July, the north beach	Phillip, Timothy	101-102
The camp	Phillip, Timothy	102-105

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.

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

Map

Add depictions of the supplies hidden around the island.

EXPLORE

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

Analytic Cubing

Cube what you know about hurricanes. Include what you think might happen to Phillip and Timothy.

Materials:

- Desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- Cubing format 1c2 for cutting and folding directions
- Pencils, pens, crayons, markers
- Scissors, glue sticks or paste

Step One: Decide what you want to study and select a cubing form.

1. Decide what you want to study: a concept or idea, an event, something you've read, a thesis you want to make the case for, a topic or idea, a place, some event or period in history, a person, an action, or how something works or why it might not work.
2. Choose the cubing form that matches what you have selected to study: a concept or idea [1c12 or 3c12], an event [4c12], something you've read [5c12], a thesis you want to make the case for [6c12], a topic or idea [7c12], a place [8c12], some event or period in history [9c12], a person [10c12], an action [11c12], or how something works or why it might not work 12c12]. The entire list of cubing forms is:

- 1c12 Cubing 5 Questions About Anything
- 2c12 Cubing Directions: Assembling the Cube
- 3c12 Cubing 6 Questions About Anything
- 4c12 Cubing Who, What, When, Where, Why
- 5c12 Cubing the Structure of a Text
- 6c12 Cubing a Persuasive Essay
- 7c12 Cubing a Topic or Idea
- 8c12 Cubing Geography
- 9c12 Cubing History
- 10c12 Cubing Biography

11c12 Cubing an Action

12c12 Cubing a Technical Report

Step Two: Fill out the six squares by writing about the topic in each square.

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Three: Cut out the cube and assemble it following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

1. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
2. You can put together many cubes you have done over a period of time, or combine yours with cubes that other people have done. You could create a wall of cubes, connect the cubes together in a mobile, or make an archway above a door.
3. You could put something in the middle of the cube to give it more weight and stability. You could stuff it with tissue paper or construction paper, for example.

Variations for Writing

4. In order to create a research or term paper, the cube can be used as an outline. Each side of the cube can be turned into one or more paragraphs by expanding and further explaining what is written on the cube, gathering more information and finding quotes and primary sources to back up your information.
5. Any side of the cube can be used to write a paragraph.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why is the north beach of the island bleak?
2. What is Timothy preparing for?
3. What would have happened to Phillip if Timothy didn't recognize the signs of the coming storm?
4. Explain how Timothy continues to demonstrate just behavior.
5. Do you think they will survive the storm?

9. Analyze Analyze the key paragraph.**Key Paragraph, p. 103**

"I realized then why he had used our rope sparingly; why he had made my guideline down to east beach from vines instead of rope. Every day, I learned of something new that Timothy had done so we could survive" (p. 103).

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

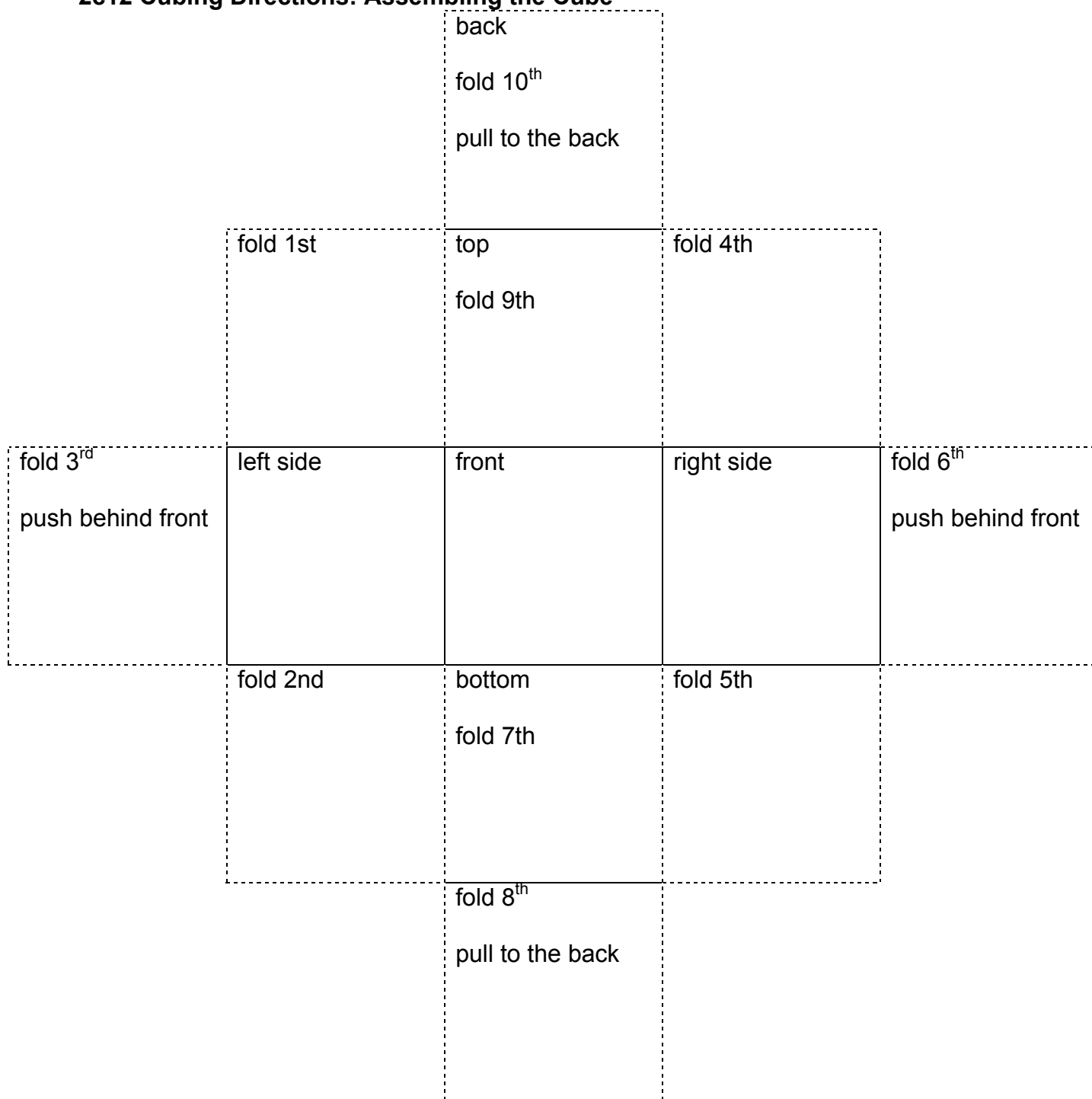
Timothy has gone to great lengths to prepare their island for a storm. He's planned and worked since their first day on the island to make sure that he and Phillip would be safe during an emergency. **Write two argumentative paragraphs and answer all of following questions:**

- Why would Timothy prepare for an emergency?
- What do you think has motivated Timothy to work so hard to protect Phillip even though Phillip has treated Timothy with little or no respect?
- Do you think Timothy is responsible for Phillip's well being? Why or why not?
- Do you think Phillip should be responsible for Timothy's well being? Why or why not?
- If you were Timothy how would you have treated Phillip?
- Would you have worked as hard to protect Phillip? Why?
- What would be the best way to show justice in this situation?

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

Extend the reading to the student's lives or to the world

2c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.
5. **Carefully fold the squares in the order specified sticking squares to pasted surfaces underneath as you go.**

7c12 Cubing a Topic or Idea

Compare What is it like?			
	Describe What is it?		
	Associate What else is it with?	Analyze What are the parts?	Apply What could happen?
	Argue For What do you think?		

Character Based Literacy Program Lesson Plan

The Cay, Day 15



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Grief – Define and Discuss grief and the grief cycle. Talk about ways to deal with grief, especially for teenagers. The following web resources are only a few of the many available.

http://changingminds.org/disciplines/change_management/kubler_ross/kubler_ross.htm

<http://www.hospicenet.org/html/teenager.html>

A website for teens that are grieving allows them to post memorials and poetry about the loved ones: <http://www.newhope-grief.org/teengrief/>

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

arc (106)	eerie (109)	consciousness (110)	loops (110)	forearms (111)
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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.

p. 106-112

Setting	Characters	Pages
Night, their camp, during the storm	Phillip, Timothy	106-108
Tied to the palm tree	Phillip, Timothy	108-110
On the sand near the palm	Phillip, Timothy	110-112

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.

6. Map

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

Map

Add the spot where Phillip and Timothy tied themselves to a tree.

EXPLORE

7. Activity

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

Setting Sketch: Sketch the Visual Details

Create a setting sketch for the cay during the hurricane

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read assigned pages and make a list of all the details.

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used for create a visual of the future wishes of characters in any story.

Variations for Writing

1. This sketch can be used to help write a setting paragraph.

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. How does Timothy know that the storm is coming?
2. What words and phrases does the author use to make this horrible event real for the reader?

3. Why does Timothy shelter Phillip?
4. Would you protect a friend or loved one like Timothy protects Phillip?
5. Is there anything else Phillip could have done for Timothy after he was injured?
6. Why didn't Phillip cry when he first realized Timothy was dead?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 112

"Old Timothy, of Charlotte Amalie, was dead.

I stayed there beside him for a long time, very tired, thinking that he should have taken me with him wherever he had gone. I did not cry then. There are times when you are beyond tears" (p. 112).

EXTEND

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

At first, Phillip is unable to deal with Timothy's death. This was the first time he had ever experienced grief, and he doesn't know what to do. Everyone has lost someone or something important in your life. You may have grieved over the loss of a family member, the death of a pet, or a close friend moving away.

Write a paragraph about how you believe we should show respect and remembrance for our pets, friends and family members when they pass away. Please include how you would want to be respected and remembered if you passed away. Defend your position and remember to end with a concluding statement. Think about the following as you write:

- How should we show respect for our loved ones and those close when dealing with loss and death?
- Is it okay to show emotion and grieve? Why?
- What has been your response to grief in the past?
 - Did you act with restraint, or did you treat anyone unjustly?

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

Extend the reading to the student's lives or to the world

Character Based Literacy Program Lesson Plan

The Cay, Day 16



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Phillip stumbles into a colony of ground-nesting birds. It could have been a group of Rose-Throated Parrots, Royal Tern, or the Brown Pelicans.

<http://www.avianweb.com/cubanamazon.html>

http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Royal_Tern_dtl.html

http://www.allaboutbirds.org/guide/brown_pelican/id

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

groped (113)	sprawled (115)	accomplished (116)	precise (117)	raging (118)
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READ

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

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

p. 113-119

Setting	Characters	Pages
The cay, near the palm	Phillip	113-116
All over the island	Phillip	116-117
Near the birds' nests	Phillip	117-119

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.

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

Map

Add Timothy's grave.

Add the bird's nesting area.

EXPLORE

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

Fill out the Venn Diagram Box

Complete a Venn Diagram comparing Phillip when he first landed on the Cay, and Phillip now, after Timothy has died. How is the old Phillip like the new Phillip? How has he changed?

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but would Timothy's ghost think of Phillip now?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What motivates Phillip to go on with life, even though he is now alone?
2. Do you think a blind boy could really survive in Phillip's situation?
3. Does Phillip do justice to Timothy's memory?
4. What would you have done if you were Phillip?
5. Why does the author include the story about the birds at the end of the chapter? What purpose does it serve?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 119

“Wondering what had caused the birds to attack me, I felt around in the sand. Soon, my hand touched a warm shell. I couldn’t blame the birds very much. I’d accidentally walked into their new nesting ground.

They were fighting for survival, after the storm, just as I was. I left Stew Cat to his unexpected meal and made my way slowly back to camp” (p. 119).

EXTEND

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

Yesterday, Phillip wished he had died along with Timothy. In today’s reading, Phillip decides to continue to try to survive on the island, even though he is now alone. If you were in Phillip’s situation, what would you do? Would you try to survive, or would you give up?

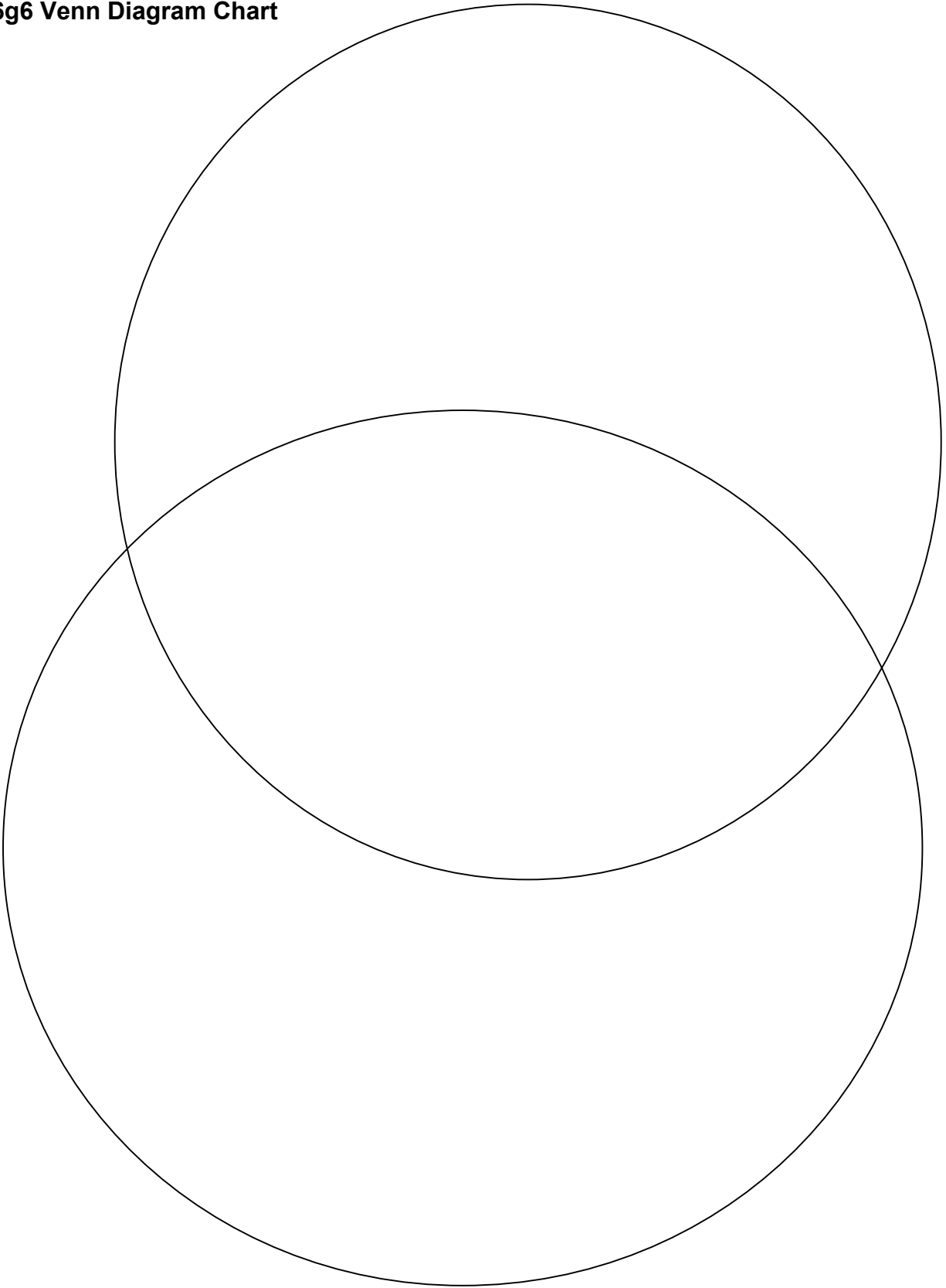
Write at least 2 paragraph argument detailing how you could best live out the ideal of Justice Requires Restraint while living alone on the cay. Make sure you support your claims with clear and relevant evidence.

- Think about how you would treat yourself.
- Think about how you would treat the other living things on the cay.

Remember the definition: *There are things I cannot say or do to myself, any other person or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.*

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

Extend the reading to the student’s lives or to the world

6g6 Venn Diagram Chart

Character Based Literacy Program Lesson Plan

The Cay, Day 17



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

For information on the moray eel, see:

<http://news.nationalgeographic.com/news/2007/09/070905-eel-jaw.html>

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

narrow (121)	earnest (122)	startled (122)	informed (123)	severe (123)
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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.

p. 120-123

Setting	Characters	Pages
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The fishing hole	Phillip, Stew Cat	120-123
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RESPOND

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

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

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

Map

Add the moray eel.

EXPLORE

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

Fill out two Character Profile Charts on Phillip and Timothy

- Write the name of the character in the box in the middle of the chart.
- 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.
- 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.

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what would Timothy's ghost think of Phillip now?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Phillip decide to take the risk of going into the hole in the reef?
2. Was this a risk for a reason? Would you have done the same thing? Why?
3. What could have happened to Phillip in this situation?
4. Would the result have been any different if Phillip was not blind?
5. Was Phillip treating Timothy's memory with respect by going against his advice?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 120

"Ten pebbles had gone into my 'time' can when I decided to do something Timothy had told me never to do. I was tired of eating fish and sea-grape leaves, and I wanted to save the few green coconuts I'd managed to find on the ground. There were none left in the trees" (p. 120).

EXTEND

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

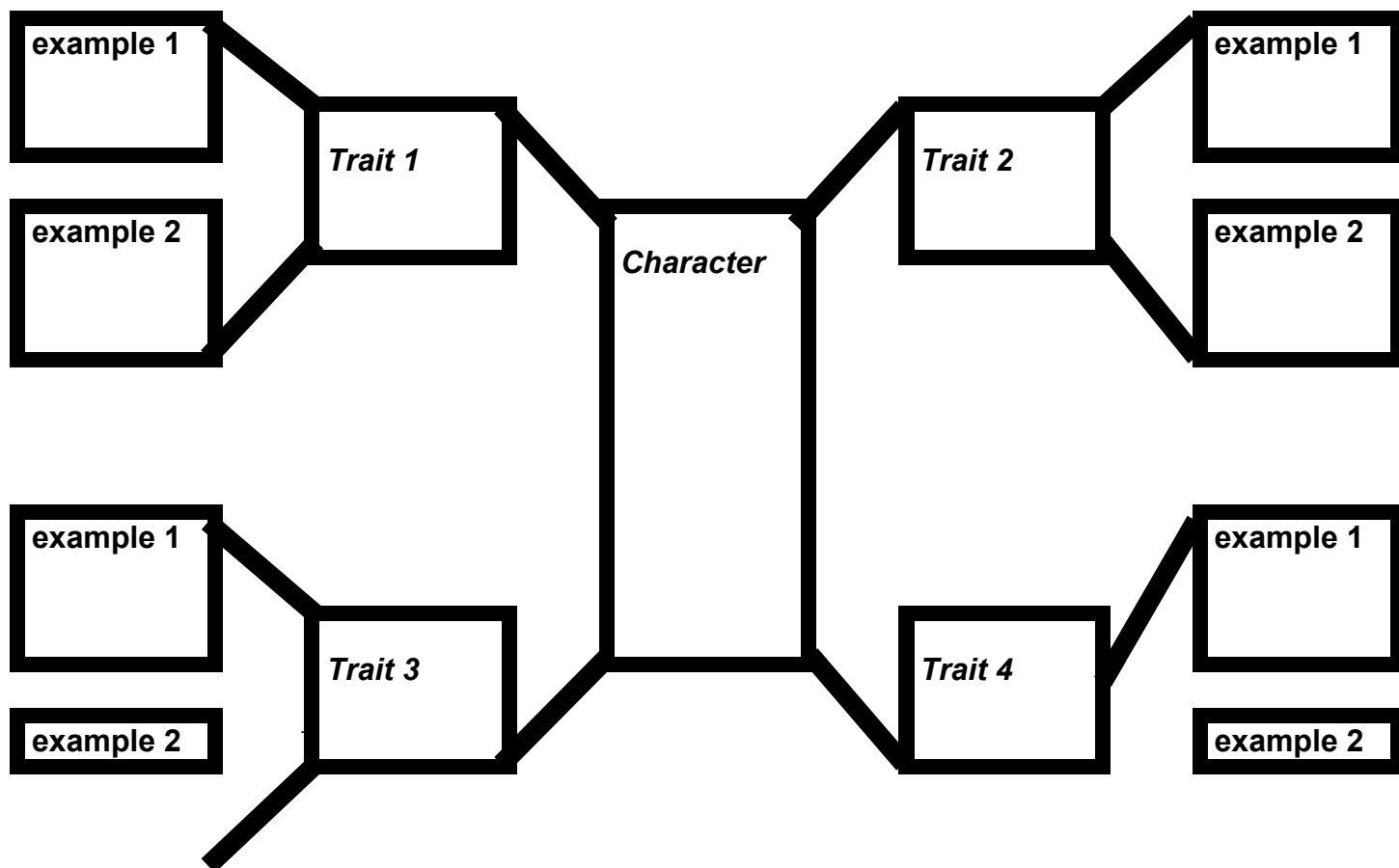
Because he was tired of eating the same food every day, Phillip went against Timothy's advice, and chose to risk his life to find some lobster.

Write a two paragraph argument about a time when you were acting with justice and restraint or not acting with justice and restraint and you made a decision that resulted in you or someone else being injured physically, or emotionally.

- What was the decision?
- Why did you make this decision?
- Did you think before you acted?
- Where were you and how old were you?
- Who did it hurt?
- How did they get hurt?
- Were you acting with justice and restraint at the time? Why or why not?
- What, if anything, would you change about the decision if you could relive it?

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

Extend the reading to the student's lives or to the world

4g6 Character Profile Chart

Character Based Literacy Program Lesson Plan

The Cay, Day 18



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

Since he is blind, Phillip learns to depend on his other senses to survive on the cay. Have students read information on the five senses.

Next, lead your class through one or more of the activities on the following sites to explore their senses in more detail. **As stated previously, know your class before you lead them on these adventures.** The second website has a lesson that is more academic in nature, and possibly more appropriate for students who can't get along with each other during group work.

http://www.educationworld.com/a_lesson/lesson/lesson183.shtml

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

signal (126)	sobbed (127)	column (128)	deafening (130)	vanished (131)
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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.

p. 124-131

Setting	Characters	Pages
The Cay, Early August	Phillip, Stew Cat	124-125
The camp	Phillip, Stew Cat	125-126
The beach	Phillip, Stew Cat	126-128
The Beach, August 20, 1942	Phillip, Stew Cat	128-131

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.

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

Map

Make sure the signal fire is on the map.

EXPLORE

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

Fill out the Beginning-Middle-End Chart

- Decide what the most important events in the story are. You may want to jot down a list.
- 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.
- If the events in a column are not in the order they took place, number the items in the column.
- 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.

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what would Timothy's ghost think of Phillip now?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Do you believe that when a person loses his sight, his other senses get stronger?
2. Why does Phillip cry after the plane flies over his camp?
3. What is Phillip's greatest fear at this point?
4. How does Phillip fight his fear? How would you fight this fear?
5. Why do you think Phillip yells to Timothy in his excitement about the plane?

9. Analyze Analyze the key paragraph.

Key Passage, p. 131

"Feeling very ill, I climbed the slope again, throwing myself down on the mat in the hut. I didn't cry. There was no use in doing that.

I wanted to die.

After a while, I looked over toward Timothy's grave. I said, 'Why didn't you take us with you?'" (p. 131)

EXTEND

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

Phillip believes at this point that he will never be rescued. He completely gives up hope.

Pretend you are Timothy. **From the afterlife, write an argument in a letter to Phillip encouraging him to continue to have hope of rescue. Give him at least 3 clear reasons why he should not give up. Provide a concluding statement that summarizes your reasons and supports the arguments in your letter.**

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

Extend the reading to the student's lives or to the world

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program Lesson Plan

The Cay, Day 19



Outcomes for Today

Common Core Focus

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

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range. **L.4** Determine the meaning of words and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science & Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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



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

By the end of the novel, Phillip's view of black people changes radically. Projecting into the future, he would have come of age during the early years of the American Civil Rights Movement. For information on this tumultuous time in U.S. history, see the following sites:

<http://www.cnn.com/EVENTS/1997/mlk/links.html>

<http://www.history.com/topics/civil-rights-movement>

For a video on the Civil Rights movement:

<http://www.history.com/topics/civil-rights-movement/videos#bet-you-didnt-know-march-on-washington>

2. Word Wall

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

reverse (132)	shallow (133)	meekly (134)	notified (135)	tucked (135)
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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.

p. 132-137

Setting	Characters	Pages
The beach	Phillip, Stew Cat, American sailors	132-133
The Navy boat	Phillip, Stew Cat, sailors, the captain	133-135
Naval base in Panama	Phillip, his mother and father, Stew Cat	135-136
New York, four months later	Phillip	136
Willemstad	Phillip, his parents, Henrik	136-137

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.

6. Map

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

Map

Add the spot where Phillip is finally rescued.

Add the destroyer to your big map of the Caribbean.

Add Panama to the large map.

Map Phillip's journey from the Cay to Panama toward New York and back home to Curacao.

EXPLORE

7. Activity

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

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.

Open Mind Portrait

Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what would Timothy's ghost think of Phillip now?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why were the sailors so shocked when they saw Phillip?
2. Why does Phillip want to keep Timothy's knife?
3. Do you think the captain believed Phillip's story?
4. How had Phillip's mother changed?
5. Why was Phillip no longer close friends with Henrik?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 136

"I saw Henrik van Boven occasionally, but it wasn't the same as when we'd played the Dutch or the British. He seemed very young. So I spent a lot of time along St. Anna Bay, and at the Ruyterkade market talking to the black people. I liked the sound of their voices. Some of them had known old Timothy from Charlotte Amalie. I felt close to them" (p. 136.)

EXTEND

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

Phillip's experience on the cay changed him forever. Although he recovered his sight, he was never again the person he had been the night the *Hato* was sunk.

Pretend you are Phillip's biographer. **Write an argumentative essay of three to five paragraphs that states how Phillip acted with Justice for the rest of his life because he was forever changed due to his experiences on the cay with Timothy. He went home to the United States after World War II. Remember to use a concluding sentence at the end of your writing. Keep in mind Phillip would have become an adult in the early 1950s.**

- What kind of education and career do you think Phillip chose due to his experience with Timothy on the cay?
- Did he have a family? What do you think he taught his children about people of different ethnicity? Why?
- How do you think he treated people on a day-to-day basis? Why?
- What did he do for fun?
- Did he participate in politics or the struggle for civil rights? Why or why not?
- How would Timothy's treatment and care of him during their time together contribute to Phillip living a just and respectful life?

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

Extend the reading to the student's lives or to the world

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
		1	2	3	4	5	6	7	8	9