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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

The Contender is a novel about a young man living in Harlem whose life takes him on a different path one evening. Alfred Brooks is a high school dropout who spends his days working at a grocery store and his evenings hanging out with his best friend, James. A slip of the tongue by Alfred leads him hiding out in a boxing gym and James in a police station. *The Contender* tells the tale of a young man who must overcome his own insecurities and struggles to become a contender and champion in life.

Activities

- Visit AAA to get a map of the United States and of New York. You will be asked to locate and label variety cities within New York including Harlem. Use the maps to track locations as they change in the novel.
- Prediction Chart: you will be asked to predict what you think will happen next in the story.
- You will draw Open Mind Portraits of Alfred Brooks and boxing club owner, Mr. Donatelli.
- You will create a bookmark using “integrity” as the theme and will keep track of the various ways Alfred shows integrity.

Community Connection

Your community connection for this novel will be to investigate the history of social and recreational programs in the US. This project is divided into three parts: history, educational/vocational exploration, and community exploration. As we know, some populations have limited access. You can do as much or as little of this project to meet your class’s needs.

History

http://www.bgca.org/whoweare/Pages/History.aspx

Investigate the two websites above for the YMCA and for the Boys and Girls Clubs of America.

Read the history of each program and then answer the following questions:

1. How long has each organization been established?
2. What was going on in history that organized recreation was needed?

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3. What kind of changes has each organization had to make to be able to continue to serve men, women, and children today?
4. What purpose does each group fill today?
5. Why is recreation so important to the development of our children and adults?
6. What is the basic motto of each group?
7. How does each group meet the needs of the community today?

Vocational and Educational Exploration
Use your web browser to investigate types of jobs that are in the recreation field. Pick one job that you are interested in. What kind of degree do you need for that job? What schools offer a recreation degree? What is the pay scale for the job you are interested in? What interests you about that field? List five other jobs that you could do with a recreation degree. What are future trends in the field of recreation?

Community Exploration
Visit your city's website. Find the recreation providers that are in your city—they may be city run like a city park and recreation department, YMCA or YWCA, 4H, Boys and Girls Scouts, or church sponsored.

Pick one organization you are interested in. Contact the volunteer coordinator for that group. Ask if there are volunteer positions open. Volunteer for the program and report back to the class.

What population did you decide to work with? Did you get to choose what you wanted to do or did the coordinator tell you what to do? What kind of training was provided? What did you learn? How was your experience?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: a.) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Where is Harlem?

Harlem is a neighborhood in the New York City borough of Northern Manhattan, long known as a major African-American residential, cultural, and business center. A village independent of New York City until 1873, Harlem has been defined by a series of boom-and-bust cycles with significant ethnic shifts accompanying each cycle.

Black residents began to arrive *en masse* in 1904, with numbers fed by the Great Migration. In the 1920s and 1930s, the neighborhood was the locus of the "Harlem Renaissance," an outpouring of artistic and professional works without precedent in the American black community. However, starting with the job losses of the Great Depression and especially after World War II with deindustrialization in New York, rates of crime and poverty increased significantly.

New York's revival in the late 20th century has led to renewal in Harlem as well. By 1995, Harlem was experiencing social and economic gentrification. Though the percentage of residents who are black peaked in 1950, the area remains predominantly black.

Robert Lipsyte lets us know that Harlem is a city where “ragged, skinny children with empty beer cans and …police sirens fill the night.” His description of Harlem is dismal. He describes, “up and down the street transistors radios clicked on and hummed in the ‘sour air’… cars cruised through the garbage and broken glass.”

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

stoop (1)	mumbled (3)	mimicked (3)	swaggered (4)	synagogue (4)

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READ

Review Review the timeline from the beginning everyday.

Start at the beginning and review the story so far. Mention the setting and main character. Point to each timeline item as you quickly review it.

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

Read p. 1-17

Setting	Characters	Pages
Harlem/Clubroom	Alfred, Aunt Pearl, James, Major, Sonny, Hollis Henry	1-11
the park, cave	Alfred	11-16
the street	Alfred, Major, Hollis	16-17

RESPOND

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.
- *Fix the facts*: who, what, when, where, and why.

Students might mention:

- Alfred is waiting to go the movies with James.
- Alfred finds James in the clubroom with Hollis and Sonny.
- Alfred is the only one that has a job.
- Alfred gets made fun of by Hollis and Sonny for working for a Jewish owned grocery store.
- Alfred tells Hollis, James, and Sony that the owners, the Epstein's, don't touch the money after sundown on Sundays.
- The Epstein's were the only people who gave Alfred a job when he dropped out of school.
- James, Hollis, Major, and Sonny go to the Epstein's to steal the money.
- Alfred forgets that the Epstein's just installed a silent alarm.
- Alfred hurries to warn James, but it is too late. Someone gets arrested.
- Alfred goes to a cave where they used to hang out as kids and hopes that James is there.
- James gets arrested and Alfred gets beat up by Sonny, Hollis, and Major.
- Alfred passes out in the street.

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

Map Instructions

Create a map of the United States and highlight New York. Using a city map, locate and label where Harlem is. Visit AAA to get a map of New York State, New York City, Harlem, and a guidebook. Use the maps to track locations as they change in the novel.

Vocabulary

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Create a class list of boxing vocabulary and terminology.

KWL Chart
Make a KWL chart for Harlem in the 1960's.

Class Prediction Chart
Make a Class Prediction Chart. Using a large piece of paper, make two columns. On one side of the paper, list what you think will happen. On the other side of the paper, keep track of the accuracy of your prediction
Remind them to update the prediction chart every few days.

EXPLORE

Discussion Ask discussion questions of all 9 types.

Key Questions

1. When James is late to Alfred's house, where does Alfred find him?
2. Why do Hollis, Major, and Sonny make fun of Alfred?
3. Do you think James is a good friend for not sticking up for him?
4. Integrity Requires Wholeness: Why doesn't Alfred go with Hollis, Major, James, and Sonny to the Epstein's? Are his actions ones of principal and integrity?
5. Where does Alfred go to wait for James?
6. Do you think Alfred and James have a positive friendship? Explain.
7. Have you ever had a friend that has negatively impacted your choices?
8. Will it be easy for Alfred to live a life that is different than his peers?
9. Integrity Requires Wholeness: Will Alfred succeed if he only changes parts of his approach, or will he have to be principled at all times to succeed?
10. How did Alfred end up living with his Aunt Pearl?

Analyze Analyze the key paragraph.

Key Passage, p. 6

"'Look, Alfred, you don't owe them anything.'

'They gave me a job,' said Alfred, surprised at how far away his own voice sounded.

'Big job,' said Hollis.

Alfred swallowed hard. 'They was the only ones gave me a job when I quit school,' he yelled.

They fell silent.

'You come on, Alfred,' said James softly. 'Whitey been stealing from us for three hundred years. We just going to take some back' (p. 6).

EXTEND

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

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In this chapter, James tries to convince Alfred that burglarizing the Epstein's store is okay. He justifies this by saying whites have been stealing from African American for three hundred years.

In an explanatory paragraph, write if you believe stealing is wrong. Can you be a whole person and steal from someone else? Are we justified in doing something bad to someone because of a past wrong?

After completing the paragraph above, take out a new sheet of paper. **Write an informative list about a time when you did (or considered doing) something that you knew wasn't right, but you justified it because of a past wrong.**

On one side, write what you told yourself to justify your actions. On the other list, write how you could have justified a different result. End your writing by creating a paragraph by reflecting on what a person of integrity would have thought or done.

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

Community Connection
Vocational and Educational Exploration

In Chapter 1, Alfred is set apart by his willingness to work and secure employment. Use your web browser to investigate types of jobs you might want to do. Pick one job that you are interested in. What does the job description require? Are there technical skills you need, or a degree from a university? What is the pay scale for the job you are interested in? What interests you about that field? Make a table with headings showing possible jobs and the steps necessary to be a competitive candidate.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who is Sugar Ray Robinson? Joe Louis?

Sugar Ray Robinson was a professional boxer. Frequently cited as the greatest boxer of all time, Robinson's performances at the welterweight and middleweight divisions prompted sportswriters to create "pound for pound" rankings, where they compared fighters regardless of weight. He was inducted into the International Boxing Hall of Fame in 1990.

Joseph Louis Barrow better known as Joe Louis, was a heavyweight boxing champion. Nicknamed the Brown Bomber, he is considered to be one of the greatest in boxing history. Louis held the heavyweight title for over 106 months, more than anyone else before or after him, recording 25 successful defenses of the title. In 2005, Louis was named the greatest heavyweight of all time by the International Boxing Research Organization. He participated in 27 heavyweight championship fights, a record which still stands.

Joe Louis lives on in popular memory. Among other contributions, Louis coined two of boxing's most famous quotes: "He can run, but he can't hide" and "Everyone has a plan until they've been hit."
http://www.infoplease.com/ce6/people/A0842113.html

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

tenement (19)	calloused (18)	quivering (22)	jukebox (26)	stocky (28)

READ

Review
Review the timeline from the beginning everyday.

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

Read p. 18-28

Setting	Characters	Pages
Aunt's apartment	Alfred, Aunt Pearl, Charlene and twins	18-24
streets of Harlem	Alfred	24-27
Donatelli's gym	Alfred, Mr. Donatelli	27-28

RESPOND

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

Students might mention:

- Alfred is at home, bruised and battered.
- Henry found Alfred wandering around streets with his eyes shut.
- Alfred tells his Aunt he fell off a fence.
- Aunt Pearl tells Alfred that James tried to break into Epstein's the night before.
- Alfred blames himself for James being in jail.
- Alfred sleeps all day and finally leaves the house only to hear that Major and Hollis are looking for him.
- While taking a walk, Alfred comes across Mr. Donatelli's gym and Dr. Arthur's dental office.
- Alfred thinks he sees Major, runs across the street into Mr. Donatelli's gym, and tells Mr. Donatelli he wants to be a fighter.

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

Continue to add to your map, Prediction chart and KWL chart and on your Bloom Ball.

EXPLORE

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

Key Questions

1. Why do you think Alfred lied to his Aunt Pearl about his injuries?
2. Describe the area where Alfred lives. List 10 words used to describe his environment and their definitions.
3. While on his walk, Alfred spots Henry but hides. Why do you think Alfred is avoiding Henry?
4. Integrity Requires Wholeness: does Alfred's life seem coherent right now or full of conflicting pieces? What steps has he taken so far toward positive change?
5. What does Alfred mean when he says Joe Louis and Sugar Ray Robinson "made it, they got to be somebody"?
6. Do you think Alfred's definition of "being somebody" will change as the story progresses?
7. Why does Alfred refer to himself as a "slave"?

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8. Do you think living a life of holistic Integrity is easy? Why is it worth it?
9. Why do you think Alfred Brooks wants to be a fighter? Do you think he is serious about it? Explain.

Analyze Analyze the key paragraph.

Key Passage, p. 21

"James was in jail. He burrowed deeper into the bed. It was his fault, letting it slip about the money in the cash register. His fault again not remembering about the new burglar alarm. Nice bed, soft and safe, away from all of them, he thought. Major and Hollis out on the street, looking to get me. The Epstein's, they'll be asking questions on Monday morning. They know James was my best friend. *Was* my best friend. No partner, nothing. Stay in bed, man, curl up like a baby, close your eyes, make the world go away" (p. 21).

EXTEND

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

Have you ever felt that you couldn't face the world or that your problems were just too big? **Write an explanatory paragraph about a time when you felt like hiding from the world. What was the situation that made you feel that way? What did you do to finally get back on track and get up and get going again?**

If there is time for a second writing activity, learn more about Joe Louis and Sugar Ray Robinson. After reading about the famous boxers**, write an informative paragraph paper on their stories and traits that made them admirable. Explain what details about their approach led to their success? Are there specific quotes you can find that show their way of thinking?**

*If students do not have access to the Internet, the teacher can print out articles to handout to them during this time.

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

Community Connection

Your community connection for this novel will be to investigate the history of social and recreational programs in the US. This project is divided into three parts: history, educational/vocational exploration, and community exploration. As we know, some populations have limited access. You can do as much or as little of this project to meet your class's needs.

History

Investigate the two websites above for the YMCA and for the Boys and Girls Clubs of America.

http://www.bgca.org/whoweare/Pages/History.aspx

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: c.) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be a contender?

A contender is one who contends a person, team, etc. having or regarded as having a good chance to win a contest or competition.
http://www.yourdictionary.com/contender

Alfred is told by Mr. Donatelli that "everybody wants to be a champion. That's not enough. You have to start by wanting to be a contender, the man coming up, the man who knows there's a good chance he'll never get to the top, the man who's willing to sweat and bleed…it's the climbing that makes the man. Getting to the top is an extra reward."

Alfred must strive to be a contender and not a champion if he wants to be a great fighter and "something in life." He must take what Mr. Donatelli tells him and apply it. He must stick to the regime that he has been given in order to have a chance at success and a chance to get to the top of the mountain. Alfred will need to use his brain, his skill, and his heart in order to be a contender.

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

rasping (29)	adjusted (29)	numbly (29)	swivel (29)	sacrifice (34)

READ

Review
Review the timeline from the beginning everyday.

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

Read p. 29-36

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Setting	Characters	Pages
Donatelli's gym	Alfred, Donatelli	29-36

RESPOND

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

Students might mention:

- Donatelli takes the height and weight of Alfred.
- Donatelli explains that there is no place to hide in a boxing ring and that you have to earn and work your way into the ring.
- Donatelli tests the strength of Alfred by having him hit a heavy bag and low
- weight bag.
- Alfred must get up at 5:30 every morning and go running. He will build up his legs and wind.
- Alfred cannot eat beans, fried foods, cabbage, pies, and cakes or drink soda.
- Alfred must eat meat, green vegetables, fresh salad, and fruit.
- Alfred must be in bed by 9pm.
- Donatelli tells Alfred that there are days he may want to quit and that people will tell him not to practice, but Alfred must stay positive.
- Alfred tells Donatelli that he quit school in 11th grade.
- Alfred tells Donatelli that he wants to be somebody special, a champion.

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

Continue to add to your KWL chart.

EXPLORE

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

Key Questions

1. Who is Mr. Donatelli? What are his character traits?
2. What ideas does Mr. Donatelli represent? How does his example show a consistent example of Integrity Requires Wholeness?
3. What does this quote mean: "a man must have some fear and learn to control it, to make it work for him"?
4. Do you think Alfred will quit boxing like he did school? Explain your reasons.
5. Why is being a contender more important than being a champion? What is the difference between the two?
6. Donatelli tells Alfred that there is no place to hide in a boxing ring and that you have to earn and work your way into the ring. What does it mean that you have to earn your way into the ring?
7. How is working up your "wind and legs" important to boxing?
8. Alfred is on a strict diet of green vegetables, salad, and fresh fruit. Why is a person's food diet important to boxing? Can't you just eat anything you want and work out and still be strong in the gym? Why is diet important to people in general?

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9. Integrity Requires Wholeness: How does altering a diet and sleep pattern affect Alfred's chances at being a good boxer?
10. What is this chapter teaching the reader about discipline?
11. How are the chapters beginning to work together to tell a larger story? Can you pick out themes or reoccurring lessons?

Analyze Analyze the key paragraph.

Key Passage, p. 35

"'Everybody wants to be a champion. That's not enough. You have to start by wanting to be a contender, the man coming up, the man who knows there's a good chance he'll never get to the top, the man who's willing to sweat and bleed to get up as high as his legs and his brains and his heart will take him. That must sound corny to you.'

'No.'

'It's the climbing that makes the man. Getting to the top is an extra reward'" (p. 35).

EXTEND

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

Everyone wants to be a champion in one area or another, but first most people need to be a contender. **In an explanatory paragraph, detail the ways you are a contender? What do you really want to accomplish? Write an additional explanatory paragraph telling the energy and sacrifices you are willing to make to reach your goal. Will you be defeated if you are unable to reach this goal or will your efforts as a contender make you a better person?**

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

History

After reading about the history of the YMCA and The Boys and Girls Club, divide into groups and answer the following questions:

1. How long has each organization been established?
2. What was going on in history that organized recreation was needed?
3. What kind of changes has each organization had to make to be able to continue to serve men, women, and children today?
4. What purpose does each group fill today?
5. Why is recreation so important to the development of our children and adults?
6. What is the basic motto of each group?
7. How does each group meet the needs of the community today?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is Black Nationalism?

Contrary to the prevailing, misinformed assumptions, Black Nationalism is an ideology and in action is not a rabid assertion of black supremacy. Unlike White Nationalism and patriotism, Black Nationalism and its proponents do not seek to humiliate, exploit, or oppress any person or people. Rather, Black Nationalism is a positive affirmation of the cultural, political, social, and economic identity of African people. In its most rudimentary forms, it reacts to the brutally violent and repressive conditions under which African people live. The most basic expression of Black Nationalist thought is that black people in America are bound by the common experience of racism and the struggle against it.

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

serenely (37)	nationalist (37)	congregation (40)	suave (41)	sophisticated (43)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 37-49

Setting	Characters	Pages
the street	Alfred, Aunt Pearl, Harold, Lynn	37-39
church	Alfred, Aunt Pearl, Reverend Price, Major, Hollis	39-42
subway/bus	Alfred, Aunt Pearl	42-43

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Queens/Uncle's house	Alfred, Aunt Pearl, Aunt Dorothy, Uncle Wilson, girl Cousins	43-46
apartment	Aunt Pearl, Alfred, cousins	47-49

RESPOND

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

Students might mention:

- On the way to church, Alfred gets stopped by a group of Black Nationalists.
- Alfred gets made fun of for going to pray for "Whitey's God."
- The Nationalists try to get Alfred to march with them.
- Alfred is upset for be called a "happy little darky." It ruins his good mood of the morning.
- Aunt Pearl sings in the church.
- Alfred sees Major and Hollis at church, hiding in the back.
- Alfred starts thinking about James again in church, hoping that Major and Hollis don't beat him too bad.
- Aunt Pearl and Alfred go to Uncle Wilson and Aunt Dorothy's house in Queens.
- Alfred is having a conversation with Uncle Wilson regarding changes that are happening to people of color.
- Uncle Wilson tries to get Alfred to think about getting into a trade.
- Alfred begins to think about his "advancement" with the Epstein's.
- Alfred knows that the next day he will be asked about the attempted robbery and James by the Epstein's.

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

Continue to add to your KWL chart.

EXPLORE

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

Key Questions

1. On the way to church, Alfred is stopped and harassed by a group of Nationalists. One of them says to Alfred, "pray to Whitey's God, learn to Tom and turn the other cheek." What does that mean? Would you have kept walking just like Alfred? What would you have done instead?
2. What kind of person is Aunt Pearl? Why don't the nationalist comments bother her like they bother Alfred?
3. This chapter talks about the power words can have over us. What are specific words the author uses in this chapter to create a style and tone?
4. How does language help convey the building storyline and complex themes in this chapter?
5. Who did Alfred see at the church that had the back of his neck itching and burning?

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6. Aunt Pearl told Uncle Wilson and Aunt Dorothy that Alfred's injuries are from him falling off a stone fence. Why do you think she was dishonest with them? Do you think she should have told them the truth?
7. Integrity Requires Wholeness: Alfred realizes that he is going to have to face the Epstein's the next day. Should he tell them the truth about what happened?
8. Do you think the Epstein's will treat him different now? Do you think the Epstein's might fire Alfred after knowing that one of his friends is arrested for attempted robbery of their store?
9. If you were Alfred, would you have shown up to work? What does that tell you about Alfred's character?

Analyze Analyze the key paragraph.

Key Passage, p. 46

"But he always heard about Jeff, winning all the prizes at high school graduation, a scholarship to college. And he had to look at all the pictures – Jeff in a tuxedo at his freshman prom, Jeff being sworn in as president of his sophomore class, Jeff shaking hands with somebody important. He sank deeper into the chair, feeling all the good food lying heavily on his stomach" (p. 46).

EXTEND

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

Alfred compares himself to his older cousin who seems to have everything: recognition, an education, doting parents, and a future. It makes him feel uncomfortable, dissatisfied with his life, and less of a person in comparison. Do you sometimes compare yourself to others? What are the traits that others have that you would like also? **Write an explanatory paragraph about four traits that you would like to have and explain why they are important to you.**

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

Community Exploration

Visit your city's website. Find the recreation providers that are in your city—they may be city run like a city park and recreation department, YMCA or YWCA, 4H, Boys and Girls Scouts, or church sponsored. Pick one organization you are interested in. Contact the volunteer coordinator for that group. Ask if there are volunteer positions open. Sign up to volunteer where there are openings.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: e.) Establish and maintain a formal style or objective tone while attending to the norms and conventions of the discipline in which they are writing.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is probation?

For all practical purposes, probation is a sentence ordered by a judge, usually instead of, but sometimes in addition to, serving time in jail. It allows the convicted person to live in the community for a specified period of time, sometimes under the supervision of a probation officer. Technically, some jurisdictions do not consider the grant of probation, but the deferment or "suspension" of sentencing, or the Court may actually sentence the defendant to state prison, but suspend the "execution" (i.e., the carrying out) of the sentence, and place the defendant on probation. The real essence of probation is the continued power of the Court over the defendant. Without probation, the defendant might be sentenced to a maximum jail term of one year on a misdemeanor, for example. From then on, the defendant's only obligation to the criminal justice system is to serve his year. When he gets out, he is free of all obligations, conditions, and supervision. Courts don't like that, so even if the judge is determined to send the accused to jail, he usually prefers a probationary sentence so that if the defendant misbehaves in any way, he can be re-sentenced and put back in jail. As an example, if on a misdemeanor carrying a maximum of one year in jail the judge grants probation on the condition that he serves 11 months in jail, the defendant is better off refusing probation and serving the maximum of one year. The judge cannot do any more to him than that.

In today's reading, James is placed on probation for attempting to rob the Epstein's grocery store.
http://criminal-law.freeadvice.com/parole_probation/define_probation.htm

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

gritty (51)	stitch (51)	tension (56)	grim (57)	swaggered (57)

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READ

Review Review the timeline from the beginning everyday.

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

Read p. 50-59

Setting	Characters	Pages
the park	Alfred, two officers	50-52
apartment	Alfred, Aunt Pearl	52-54
Epstein's grocery store	Alfred, Lou and Ben Epstein, Jake, James, Henry	54-59

RESPOND

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

Students might mention:

- It's Monday and Alfred is running in the park in the early morning hours;
- Alfred gets stopped by two police officers. He tells them he is in training with
- Donatelli.
- The spark in Alfred is gone and he goes back home.
- Aunt Pearl wonders why Alfred was up so early and was out of the house. He tells her he couldn't sleep and went for a walk.
- Lou Epstein talks to Alfred privately about the robbery.
- Alfred says he didn't hear anything about the robbery.
- Alfred later says her heard something about James being arrested.
- There was tension between the Epsteins and Alfred.
- Aunt Pearl also noticed the tension when she came in to bring Alfred the lunch that he forgot earlier that morning.
- The Epsteins no longer trust Alfred to do the bank deposit.
- Alfred sees James while he is arranging fruit in the front window.
- James ignores Alfred and walks away like Major.
- Alfred starts to fantasize about robbing the Epstein's himself so that James would know that he didn't set him up.
- Henry tells Alfred that he is delighted that he will now be at the gym.

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

Add to the Class Prediction Chart. Do you think Alfred will quit working at Epstien's?

EXPLORE

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

Key Questions

1. Was it fair for the cops to stop Alfred when he was running in the park?
2. Why do you think that Alfred is avoiding telling his Aunt about his training and wanting to be a boxer?

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3. Alfred first lies to the Lou Epstein about not knowing about the robbery. Then he tells him that he "heard something" about it. Do you believe that Alfred should have just told the truth about hearing about robbery to Lou Epstein? Do you think Alfred lying to Lou made them trust him even less?
4. If you were telling the story of The Contender to a friend, how would you tell it? Could you tell it in a way that did not reveal bias toward liking or disliking certain characters?
5. Would you continue to work at a place where you know the owners and people around don't trust you?
6. This chapter discusses trust throughout. Why is being trustworthy and dependable important?
7. The narrator says that if he were Lou or Ben Epstein, he thinks he would have fired Alfred for lying about knowing about the robbery. What is Lipsyte trying to tell you about the Epstein's?
8. How are the Epsteins and Alfred's Aunt representative of Integrity Requires Wholeness? How do they respond to Alfred's lies? How do they offer him chances for improvement?
9. At the end of the chapter Alfred begins to think being a boxer and training is foolish. What parts of the process does he find most challenging?
10. Is being a contender about just doing what is easy, or doing difficult and new things?

Analyze Analyze the key paragraph.

Key Passage, p. 55

"You're a good boy, Alfred; we all think you're a good boy. I told the police not to bother you. But sometimes it's hard to….well, we trust you, but for your own sake there's no point in tempting fate. You understand" (p. 55).

EXTEND

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

Have people ever treated you as guilty by association? Have they judged you by the people you hang out with? **Write an explanatory paragraph about a time when you were treated poorly because of whom you were with. Was it fair? What solutions can you come up with to change people's perception of you? Will this experience make you think twice before making quick judgments about others? Use descriptions and details to convey the situation to your reader.**

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

Community Exploration

Volunteer for the program that you researched. What is their mission? How do they show it in their work? Take notes about who you meet, how the organization is run, and what surprised you.

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

Outcomes for Today

Standard for writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for writing: f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of this topic).

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Who is Cassius Clay?

Muhammad Ali was born Cassius Marcellus Clay Jr. on January 17, 1942 in Louisville, Kentucky. He was named after his father, Cassius Marcellus Clay Sr., who was named for the 19th century abolitionist and politician of the same name. Ali changed his name after joining the Nation of Islam in 1964. As an amateur, he won a gold medal at the Olympics in the light heavyweight division gold medal. He had his title stripped from him in 1967 for refusing to be drafted into the US Army. He regained his title in 1974, lost it in February 1978, and regained it seven months later.
http://www.infoplease.com/ce6/people/A0803335.html

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

medicine balls (61)	amateurs (61)	spectacles (63)	satchel (67)	spar (69)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 60-72

Setting	Characters	Pages
Donatelli's gym	Alfred, Dr. Corey, Denny, Red, Henry, Bud Martin	60-72

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RESPOND

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

Students might mention:

- Alfred is ready to begin boxing and arrives at Donatelli's gym.
- Alfred compares the gym to Reverend Price's hell.
- The gym is hectic with men of all sizes and shapes shadowboxing, exercising, and hitting the back jumping rope.
- Donatelli charges $2.00/week for amateurs and $5.00/week for professionals.
- Alfred feels alone and wants to leave but decides not to.
- Dr. Corey has Alfred work on sit-ups to make his stomach "like a rock."
- Alfred works out in street clothes because that is all he has. Alfred gets called trash because of this.
- Denny helps Alfred work on his sit-ups and shows him the proper technique.
- Alfred finally sees someone he knows, Henry, and feels more at ease.
- Henry is helping out Donatelli's assistant, Bud Martin.
- Donatelli is not at the gym because he is preparing a fighter at Madison Square Garden.
- Alfred feels alone again and goes over to where Bud and Henry are working.
- Red, a fighter, treats Alfred, Henry, and Bud rudely, demanding that Bud tape him and Henry get his headguard.
- Bud will not let Henry get Red his headguard because Red is not allowed to spar until Bud or Donatelli can watch.
- Red gets upset and starts a fight with Bud.
- Red goes to punch Bud, who knocks Red's hand aside and hits him in the jaw.
- Bud tells the gym not to say anything to Donatelli because everyone deserves a second chance.
- Donatelli leaves a ticket for Alfred to meet him at Madison Square Garden.

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

Add to your Class Prediction Chart. Do you think Alfred will quit working at Epstien's?

EXPLORE

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

Key Questions

1. What is the mood like when Alfred enters the gym? Why does he compare the gym to Reverend Price's Hell?
2. Describe the scene in the gym when Alfred first walks in.
3. Dr. Corey tells Alfred "the stomach is more important than the chin. Hit the chin and you may break your hand. Kill the belly and the head will die." What does this quote mean?
4. In a concluding statement, explain why Alfred's integration into the gym will be pivotal in his life.

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5. What does it mean to “make your stomach like a rock”?
6. Alfred works out in street clothes and gets called “trash” by a fighter named Red. Why do you think Red treats Alfred this way?
7. You learn a lot about Donatelli in this chapter. What kind of values does Donatelli have? Use examples from this chapter to support that.
8. Based on the dialogue, what can you conclude about the role Henry plays at Donatelli’s gym?
9. Does paying the dues entitle Red to do whatever he wants at the gym? Why or why not?
10. Bud tells Red that it is his job to help Donatelli train him to fight but that he has to learn to be a man on his own. What does that mean?
11. Integrity Requires Wholeness: in an argumentative paragraph, write concluding statements about why the process of training is more important than winning a fight.

Analyze Analyze the key paragraph.

Key Passage, p. 72

“‘Nobody ever said it was easy. Got to come up here day after day, got to put out, and some days nobody even looks at you ‘cept to say you’re doin’ something wrong.’

He looked at the satchel. ‘That’s part of it. You hungry enough, you keep at it.’” (p. 72).

EXTEND

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

In an argumentative writing style, write what it takes to reach your goals. Do you need applause and recognition on the way? Write an explanatory follow up statement about what are you “hungry enough” to go after.

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

Community Exploration

After volunteering, report back to the class. What population did you decide to work with? Did you get to choose what you wanted to do or did the coordinator tell you what to do? What kind of training was provided? What did you learn? How was your experience?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: WHST5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Where is Madison Square Garden? What is it?

Madison Square Garden, often abbreviated as MSG and known as The Garden, is the name of four arenas in New York City. It is known as a center for sporting events (especially boxing) in New York City. It is the World's Most Famous Arena in the heart of New York City.

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

dignified (75)	preliminary (76)	bouts (76)	stoop (77)	marquee (84)

READ

Review
Review the timeline from the beginning everyday.

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

Read p. 73-89

Setting	Characters	Pages
Madison Square Garden	Alfred, Henry, Jelly Belly, Mr. Donatelli, Willie Streeter, Bud, Dr. Corey, Bill Witherspoon (Spoon)	73-84
in Spoon's car	Alfred, Spoon, Jelly Belly, Henry	85-88
the neighborhood	Alfred, Hollis, Major	88-89

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RESPOND

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

Students might mention:

- Alfred arrives at Madison Square Garden with Henry.
- He is met with people of different races, class, and ages.
- Alfred thinks he is being picked on because everyone there has a scowl on their face.
- Alfred and Henry sit 10 rows away from the ring.
- Jelly Belly shows up next to them at the match.
- Alfred has a hard time concentrating on the preliminary bouts because he keeps thinking about James.
- Mr. Donatelli, Bud Martin, and Dr. Corey come out with Willie Streeter—the crowd goes wild.
- Willie Streeter fights Junius Becker.
- The fight begins slowly and then comes to a instant end when Junius and Willie bump heads and Willie's too injured, thus causing Mr. Donatelli to stop the fight.
- Henry, Alfred, and Jelly go in the back to meet up with Mr. Donatelli, Dr. Corey, and Bud Martin.
- Willie is mad at Mr. Donatelli because he believes the fight should not have been stopped and that he could have won the fight.
- Henry and Alfred are taken home by Bill Witherspoon (Spoon).
- Upon arriving home, Alfred is met by Major and Hollis.

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

Locate and label Houston, Texas and Madison Square Garden on a map of the United States. Next, add information about them to your KWL chart.

EXPLORE

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

Key Questions

1. How does Lipsyte use imagery at the beginning of the chapter?
2. What is the mood like when Alfred enters Madison Square Garden? Explain by using examples from the reading.
3. What caused Alfred to have difficulty focusing on preliminary matches?
4. Why do you think Dr. Corey and Bud began to massage his arms and legs before the fight?
5. What is your impression of Willie Streeter? Is he a contender or a champion? Explain your answer.
6. How was the concept of "Integrity Requires Wholeness" represented by Mr. Donatelli in his decision to stop the fight?
7. Do you agree with Donatelli about stopping the fight? Would you have stopped it if you were his coach?

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8. Bud tells Willie that he never learned the difference between pain and injury. What is the difference? Was Willie injured or was he just in pain? Explain.
9. Go back to a previous piece of writing about Alfred from earlier chapters and revise it. Using new language, show how he has he grown.
10. Do you think Willie would have won the fight if the fight wasn't stopped?
11. In this chapter, characters have to make difficult choices. How is this representative of living with integrity. Is it a skill to be able to look at the big picture of your life?
12. Lipsyte paints a picture of Harlem in two different ways. What do you learn you about Harlem and the neighborhoods?

Analyze Analyze the key paragraph.

Key Passage, p. 75

"He's Willie, y'know what I mean? Mr. Donatelli's in there, telling him just how to fight Becker and Willie is nodding his head and, everybody knows, sure as hunger, Willie's gonna go in there and do it *his* way" (p. 75).

EXTEND

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

Willie is not really listening to advice—even expert advice form Mr. Donatelli. Write a paragraph about your own ability or inability to listen to advice. Are you open to receiving advice? **In an explanatory paragraph, describe a time when not listening to advice caused problems for you. How would listening have helped your situation?**

To immediately practice the art of receiving feedback, show your writing to a friend. Let them make suggestions and listen to why they recommend certain changes. Then try revising it based on their advice.

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

Community Connection

Divide into groups to discuss your volunteer experiences. Together, write a speech about why volunteering matters. Pick a specific group to prepare the speech for. Write, revise, and practice how it will be delivered.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: W9. Draw evidence from informational texts to support analysis, reflection and research.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is self-confidence?

Self-confidence is confidence in oneself and in one's powers and abilities. Alfred is able to show self-confidence when he is approached by Major, Hollis, and Sonny and told he must disarm the alarm at the Epstein's. You see that the training and seeing his strength has transferred into his attitude of how he sees himself.
http://www.merriam-webster.com/dictionary/self%20confidence

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

quivering (90)	flex (91)	slave (93)	snarl (95)	stern (96)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 90-99

Setting	Characters	Pages
in front of Alfred's Apartment	Alfred, Major, Hollis, Sonny	90-94
inside Alfred's apartment	Alfred, Aunt Pearl	95-99

RESPOND

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

Students might mention:

- Major, Hollis, and Sonny are waiting for Alfred outside his apartment.

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- They tell Alfred they are going to rob Epstein's again, but this time Alfred is going to help them.
- Alfred sticks up for himself and tells them "no."
- Major tells Alfred that they will share the money with him and he doesn't have to go. All he has to do is disconnect the alarm.
- Major threatens to cut Alfred and give him a "squealer's scar."
- They tell Alfred that he is crazy and that they will give him until Wednesday to change his mind. Then, they change it to Thursday.
- The next day, Alfred goes for a run and is treated with encouragement from the cops on the street.
- Alfred finally tells his aunt that he has been training to be a boxer and that is why he is up early in the morning and out of the house.
- Aunt Pearl is not happy about Alfred becoming a boxer and tells him she thinks Donatelli is a gangster.
- Alfred defends Donatelli and tells his aunt all the good things that Donatelli has done.
- Aunt Pearl tells Alfred that they need to talk about it with Reverend Price.

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

Add to the KWL chart.

EXPLORE

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

Key Questions

1. Integrity Requires Wholeness: in what ways does Alfred make difficult but positive choices in this chapter?
2. When Alfred tells Hollis, Major, and Sonny that he doesn't need to break into the Epstein's store, what does he mean?
3. What words does Major use to try and get Alfred to agree to help them? Reflect on why these tactics may have been effective on another young man.
4. Major changed the deadline from Wednesday to Thursday to give Alfred time to "think and change his mind." What evidence does this scene give us about Major?
5. What happens to Alfred as he is training through the neighborhood? How do the cops and people treat him?
6. Why do you think Alfred now tells his aunt the truth about his training and wanting to be a boxer?
7. Integrity Requires Wholeness: is it significant that Alfred told his Aunt the truth in this chapter? Why do you think he feels good?
8. Why does Aunt Pearl believe that they need to talk to Reverend Price about Alfred's boxing ambitions?

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Analyze Analyze the key paragraph.

Key Passage, p. 93

"'Answer's no,' said Alfred.
'Don't have to decide now.'
'I've decided now.'
Major's voice was almost a scream. 'But why?'
'Because I don't need to, that's why,' said Alfred, taking a second step toward the door." (p. 93).

EXTEND

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

Major wants Alfred to disarm the alarm at the Epstein's store so he can break in. He threatens to cut Alfred, but Alfred still turns him down. Alfred is able to stand up to Major. What does Alfred mean when he says, "Because I don't need to"?

Write an informative paragraph describing what has changed inside of Alfred so that he can stand up to Major.

OR

Write an explanatory paragraph describing what you would need inside to be able to stand up to the people who try to bring you down.

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

Community Connection

This chapter talks about peer pressure and bullying. Divide into groups and do some research about bullying online. Together, come up with a conclusion about how to decrease it in your school. Draw evidence from informational texts to support analysis, reflection and research.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be impatient?

a.) Not patient: restless or short of temper, especially under irritation, delay, or opposition

b.) Prompted or marked by impatience

Alfred is becoming more and more impatient as his training becomes more difficult. In six weeks, Alfred has gained six pounds and never punched anybody except his own face in the mirror. He is not getting advice or compliments from anyone at the gym except from Henry, and he just ignores his comments by snapping at him and telling him anyone can do it. Alfred is not realizing the growth and strength he has built up in the last six weeks. He is being impatient with his training and believes he should be a lot further in his training then he actually is.

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

cackled (101)	strayed (102)	lull (104)	racketeers (106)	sullen (110)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 100-115

Setting	Characters	Pages
Donatelli's gym	Alfred, Mr. Donatelli, Dr. Corey	100-101
church	Alfred, Reverend Price, Aunt Pearl	101-102

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Donatelli's gym	Alfred	102-104
Epstein's store	Alfred, Lou Epstein	104-107
Donatelli's gym	Alfred, Mr. Donatelli, Dr. Corey	107-109
the Street	Alfred, Major	109-110
Donatelli's gym	Pete Krakover, Jelly Belly, Angel, Jose, Bud, Alfred, Henry	110-115

RESPOND

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

Students might mention:

- Alfred is back at the gym training. The training is painful and Alfred is having nightmares from all the pain he is in.
- Aunt Pearl takes Alfred to see Reverend Price at church.
- Reverend Price thinks boxing is a passing phase that Alfred will grow tired of.
- Alfred now gets up to run before his alarm clock goes off.
- At work, Alfred finds out Lou Epstein is Lightning Lou Epp.
- Lou tells Alfred he should forget boxing because people aren't interested in going to see fights anymore.
- Aunt Pearl goes to Elversen's summerhouse and leaves the girls with Aunt Dorothy. Alfred is left home alone.
- Alfred is getting frustrated with his workout and the fact that no one pays him any attention at the gym.
- Alfred runs into Major one night on his way home from the gym.
- Major plays nice with Alfred and invites him to the clubroom.
- Alfred is at the gym and frustrated again. He thinks he is ready to spar and can't understand why no one is talking to him or looking at him.
- Major comes by the gym and asks Alfred to stop by the clubroom for a party. He tells him James is going to be there.
- Henry asks Alfred if he wants to go the movies with him and Jelly. Alfred says no.
- Henry tries to warn Alfred that Major is no good and that he shouldn't go to the party tonight.
- Instead of going to his empty house, Alfred goes to the party at the clubroom.

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

Add to the KWL chart.

EXPLORE

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

Key Questions

1. Integrity Requires Wholeness: What are the steps of Alfred's training routine at the gym and at home? How does this illustrative a comprehensive commitment?

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2. Aunt Pearl believes that Reverend Price needs to know about Alfred's boxing ambitions. She believes Alfred needs guidance. Do you think boxing is a good idea for Alfred? Explain.
3. What was it about the early morning run that was the best time of day for Alfred?
4. Alfred is still working at the Epstein's. How are they treating him? Does it bother him?
5. In this chapter, Alfred faces many negative influences. What are specific examples and language he hears discouraging him from his current path?
6. What are words specific to boxing that come up in this chapter?
7. Lou tells Alfred "the kids these days aren't interested in learning to fight. It's hard work. Nobody wants to work no more." Do you agree with Lou? Is it the learning part that kids have a problem with rather than the actual fighting?
8. Alfred is no longer able to take compliments from Henry. Why? Is Alfred learning to fight or does he think he knows everything like Willie Streeter?
9. Alfred is becoming more negative and more cocky the more he is in the gym. Do you think seeing Major on the street and having him show up at the gym has had an effect on Alfred's attitude? Why or why not?
10. Integrity Requires Wholeness: Why does the shift in Alfred's attitude pose a threat to the progress he has been making throughout the book? What is at stake?
11. Alfred is desperate for some type of attention from Mr. Donatelli or Bud. Do you think that they are ignoring him or do you think they are testing him? Why is Alfred so desperate for approval or accolades?
12. Major tells Alfred that James is going to be at the party in the clubroom. Do you think it is a good idea for Alfred to go? Do you think it is a trap to get Alfred alone again?

Analyze Analyze the key paragraph.

Key Passage, p. 106

"Go home to an empty house, eat dinner, watch television, go to sleep early like every other night. Too hot to sleep, he thought. Sleep for what? To run tomorrow and shadowbox and count out your life in sit ups?" (p. 106)

EXTEND

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

Alfred thinks that all his training is for nothing and that he is just wasting his time. Have you ever wanted something, practiced for it, and seen little rewards? Did you give up and quit or did you stick with it knowing the reward was worth it? If you gave up and quit, explain why. If you stuck it out, knowing the rewards were waiting for you at the end, what kept you motivated?

Write an explanatory paragraph about your experience using precise vocabulary from the book. Topics can include: focus, distraction, determination, and drive.

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

Community Connection
Look at the speech about volunteering you prepared in the last section. With the help of your teacher, find a group to present it to. After speaking, lead a question and answer time and hear what their reflections are.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is peer pressure?

Peer pressure is when "friends" persuade you to doing something that you do not want to do. Maybe you want to do it, just don't have the courage to do it, and your friends talk you into it. Peer pressure can be broken down into two areas: good peer pressure and bad peer pressure.

Bad peer pressure is being coerced into doing something that you didn't want to do because your friends said that you should. Friends have a tendency to think that they know what is best for you always offer their opinion whether it is wanted or not.

Good peer pressure, on the other hand, is being pushed into something that you didn't have the courage to do or just didn't cross your mind to do. However, as you think about it, it seems like a good thing to do. Good peer pressure can also be a situation when your friends convince you not to do something you were going to do because it wasn't in your best interest. Some people say that good peer pressure is when you get pushed into something that you didn't want to do and it turned out well.

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

sprawled (116)	dragged (118)	fumbling (121)	buckling (121)	blaring (126)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 116-128

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Setting	Characters	Pages
clubroom	Alfred, Major, Sonny, June, Arlene, Hollis, James	116-121
apartment	Alfred	121-125
in the car	Alfred, Major, Hollis, Justin	121-125

RESPOND

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

Students might mention:

- Alfred arrives at the clubroom.
- Sonny and Major greet him by calling him "champ."
- Alfred finds out that James is not there yet, but will be by.
- Major tries to get Alfred to drink wine, but Alfred refuses.
- Major's girlfriend, June, introduces Alfred to a girl named Arlene.
- Alfred refuses a bottle a wine being passed around, but accepts an orange soaked in vodka.
- A marijuana cigarette is being passed around. At first Alfred refuses, but then accepts after Arlene strokes his back and tells him it will relax him.
- Alfred begins to drink wine and take longer drags of the marijuana cigarette.
- As dawn approaches, Alfred is now drunk and high.
- James shows up—his face thin and his teeth yellow.
- James comes to the party for a fix of white powder.
- Alfred tries to talk to James and tell him he didn't know about the alarm, but James just dismisses him and tells him "that was kid stuff."
- Alfred tries to stop James from taking the white powder, but Alfred is too stoned and drunk to say anything and passes out.
- Alfred makes it home somehow and gets a call from his Aunt Pearl informing him that she will not be home until Thursday.
- Major calls Alfred and tells him that they are picking him up in a few minutes and that they are going to Coney Island.
- They all leave in a car that Major "loaned off a guy."

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

Locate and label Coney Island on a map of the United States. List information about it on the KWL chart.

EXPLORE

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

Key Questions

1. Integrity Requires Wholeness: was it a good idea for Alfred to go to the party?
2. Why do Major and Sonny keep referring to Alfred as "champ"?
3. Integrity requires doing difficult things. What would have been the better but more difficult choice for Alfred. In one paragraph, write out how this scene

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could have gone if he were following the Integrity Requires Wholeness mantra.

4. Major seems to call Alfred "champ," yet tries to get him drunk and high. What is Lipsyte telling you about the character of Major?
5. Lipsyte does a great job creating the mood and conflict of the clubroom. If you were Alfred, would you have been lured inside? Would you have stayed?
6. James finally arrives at the party. What has changed for James?
7. Alfred tries to stop James from taking the white powder. Do you think Alfred is in the position to stop him, knowing that he is at the party drunk and high?
8. Have you ever been in a situation like Alfred where you wanted to help a friend but your actions contradicted what you were telling them?
9. In a page, write out the facts and concrete details of the evening. Who was present? What were their missteps? How did it escalate?
10. Integrity requires undivided commitment. Now that Alfred has taken a step back from his training, do you think he will be able to recover from this?
11. Do you think the car that Major, Hollis, Justin, and Alfred are in is stolen? Why?

Analyze Analyze the key paragraph.

Key Passage, p. 121

"Hollis pulled a packet of white powder out of his jacket pocket. Alfred stumbled over.

'No, James, you don't wanna mess with that stuff, you don't wanna—'

'Go 'way, Unca Alfid.' James was almost snarling.

'No good, James,' mumbled Alfred, feeling the room sway.

James took the packet and began fumbling with it. Alfred followed him into a corner, trying to clear his head, steady himself. 'You and me, James, partners.'

'That was kids stuff,' said James as his fingers, trembling, tore at the packet" (p. 121).

EXTEND

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

Alfred tries to stop James from taking the drugs, but he is stoned and drunk himself. Have you ever heard the expression, "Do as I say, not as I do"? How does this expression apply to this situation?

Write an explanatory paragraph about a time someone gave you advice that the person did not apply to his or her own life. Did you take the person seriously? Or did you disregard the advice since the person giving it wasn't following it him or herself? Make sure to use good descriptions.

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

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Community Connection
Go back to your research about bullying. Write a paragraph using quotes from your research and facts about bullying. Then write another paragraph making an argument as to how this chapter illustrates bullying and the negative impact of peer pressure.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to seek affirmation? Is it healthy?

So many people today have an unhealthy need for affirmation and are unable to feel good about themselves without it. These "approval addicts" spend their time in a constant struggle with low self-esteem and emotional turmoil, which leads to major problems in their relationships with others.

In the case of Alfred, his need to seek affirmation and approval from the people around him has caused him to get into difficult situations that have caused harm to him and to other people. In order for Alfred to be a champion in life and in boxing, he must first seek affirmation from himself.
http://www.enotalone.com/article/4961.html

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

veered (127)	phony (127)	vaulted (130)	aimlessly (133)	silhouetted (138)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 127-140

Setting	Characters	Pages
the car	Alfred, Hollis, Major, Justin	127-129
Coney Island	Alfred	130-132
Harlem	Alfred	132-133

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apartment	Alfred	133-134
Epstein's store	Alfred, Ben Epstein, Henry	135-137
Donatelli's gym	Alfred	137-140

RESPOND

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

Students might mention:

- Alfred, Hollis, Major, and Justin go to Coney Island.
- Major asks Justin to pay the toll pay and pockets the change.
- Hollis notices that there are two policemen checking for car registration and drivers licenses.
- Major speeds away and Alfred realizes that the car is stolen.
- Major stops the car and he and Alfred jump out and run from the policemen.
- Alfred hurts his ankle while jumping out of the car.
- Alfred finds a movie house and hides in there for a while to get his wits about him and to nurse the headache and the pain of his ankle.
- Alfred starts to blame Major for his current situation and then realizes it is his own fault he is in this situation.
- Alfred finally makes it home to a ringing phone. He forgets to call his Aunt Dorothy and tell her Aunt Pearl will pick up the girls on Thursday.
- Alfred goes to bed, full of self-pity and feeling hopeless.
- At work, Ben Epstein is nice to Alfred and treats him like he did before the break in.
- Alfred believes if James would have gone to the movies with him the first night, none of the current events would have happened in Alfred's life.
- Alfred decides to quit boxing and goes to the gym to retrieve his belongings.
- Before leaving, Alfred asks Donatelli if he could have been able to spar one day or had a good fight.
- Alfred drops his bag of clothes as Donatelli answers "maybe."

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

Locate and label the Hudson River on your map.

Add to your class prediction chart. Do you think Alfred will continue his dreams of becoming a boxer?

EXPLORE

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

Key Questions

1. What style of writing does Lipsyte use to paint the picture of Coney Island?
2. What is Alfred's attitude while driving in the car with Hollis, Major and Justin?

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3. Major seems to be a leader and everyone seems to follow his lead. What is it about Major that makes people do what he asks?
4. When Major says the words: "loaned it [the car] off a guy" do you think Alfred knew the car was stolen and didn't care? Would you have gotten in the car?
5. Alfred begins to blame Major for his problems but soon realizes it is all *his* fault. What could Alfred have done to avoid this entire situation? Is Major to blame at all?
6. If you were teaching someone about the boxing world, what words from this book would you highlight? Make a list of your 10 top vocabulary words.
7. Alfred still can't get past the fact that James got arrested and turned into a junkie. Is it Alfred's fault that James got arrested and became a junkie? Explain why or why not.
8. Look through the text to find quotes showing whether or not Alfred wants approval. Is it from an individual person or from something bigger that cannot be explained?
9. Integrity Requires Wholeness: was Alfred on his way to becoming a contender before he went to the party with Major? What will it take for him to get back on track?
10. In your opinion, what do you believe is blocking Alfred's way of success in boxing?
11. Could this need of acceptance and approval have anything to do with Alfred not having his parents around? Explain?

Analyze Analyze the key paragraph.

Key Passage, p. 132

"Thanks, Major, thanks a lot. How long ago now, a month, two months? That time Major used his fists and feet to bust me up. This time he….Don't blame him, man, he didn't pour all that stuff into you at the party. You did that. He didn't put a knife in your throat and make you take a ride. You got in the car. Major was just being friendly. I'll bet, said Henry. If they don't get you one way, they get you another" (p. 132).

EXTEND

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

Alfred joined Major and his friends at a party and then later went joyriding in a stolen car. He wanted to be accepted by the group. In doing so, he put aside his own values and undermined his hard work. In the movie theatre, he thinks over what he has done. First he blames Major, but realizes that he has no one to blame but himself.

He also realizes that Major and his group are out to pull him down. He has a goal and a focus. He is going somewhere, and that's not what Major and his friends want to see.

Do you surround yourself with people who bring you down or help you on your way up? **Write an informative paragraph about the people you associate with and how they influence you.**

OR

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How do you handle setbacks and mistakes? Do you blame others when things go wrong? **Write an explanatory paragraph about a setback or mistake that you made. At the time, who did you blame for it? What was your role in the mistake or setback? How would you handle it today?**

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

Community Connection

This chapter continued to explore the negative impact of bullying. On your own, take some time to think of a peer that you have seen being left out. Write out what could you have done to reach out. Is there a plan you can make to make them feel included in the future? What steps will you take? What words will you use?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be a contender?

A contender is a competitor for a championship or high honor. Being a contender means allowing yourself the opportunity for success. It's allowing yourself to conquer things that have been put on hold or ignored due to fear or motivation.

Mr. Donatelli draws an important distinction between being a champion and being a contender. While the odds of one being a champion are slim, he knows that anyone can be a contender. Being a contender is not about raw talent or the kind of innate skill that few possess—being a contender, as Mr. Donatelli says, is about blood, sweat, and tears. It is purely a measure of how hard someone works. The reason this is so important to Alfred is because he has never worked for something so hard; he does not even know if he can do it. Also, Mr. Donatelli knows that the concept of being a contender redefines the way Alfred thinks of himself. If Alfred is a contender, then he is somebody special. Being a contender comes not from what station in life a person is born, or how lucky they might be to have received a special gift or talent, but being a contender is a function of who a person is.

Donatelli has always told Alfred that he has to be a contender in life before he can be a champion. Alfred is now seeing that hard work is painful and time consuming. The question that is thrown around in this chapter is whether or not Alfred is ready or not be a contender and whether or not he will get in his own way.
http://www.merriam-webster.com/dictionary/contender
http://www.sparknotes.com/lit/contender/themes.html

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

jab (141)	headguard (141)	plunged (143)	pivoted (144)	arc (147)

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READ

Review Review the timeline from the beginning everyday.

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

Read p. 141-147

Setting	Characters	Pages
Donatelli's gym	Alfred, Angel, Bud, Henry, Jose, Mr. Donatelli, Lou Epstein	141-147

RESPOND

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

Students might mention:

- Alfred is back in the gym with a newfound intensity.
- Alfred is sparring with Angel and being watched by Bud and Henry.
- Alfred has a great sparring session with Angel resulting in Angel being against the rope dropping blood.
- Donatelli tells Alfred "not bad," which is not what Alfred wants to hear.
- Alfred agrees he had a good spar with Angel, but cannot figure out what he did right.
- Henry explains to him that he has been taking a step before he hits and it is throwing him off balance.
- Lou Epstein comes in to see how Alfred is doing in his training.
- Lou offers to show Alfred how to run the register.
- Alfred is told to go downstairs to get fitted for a custom made mouthpiece.

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

Add to the class prediction chart. Do you think Alfred will continue his dreams of becoming a boxer? Do you think being trained for the register is an unwanted temptation for Alfred? Do you think getting fitting for a mouthpiece will go to Alfred's head and make him stop trying so hard?

EXPLORE

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

Key Questions

1. Integrity Requires Wholeness: what does Alfred's return to the gym say about him as a person?
2. Alfred has now quit twice. Do you think he will follow through this time? Is it easy to come back and try again?
3. Where do you think this new intensity to train comes from for Alfred?
4. Alfred is having the same dream. A fly is sitting on the tip of his nose and every time he reaches to brush it away he says that he had no hands. What do you think Lipsyte is trying to tell you about Alfred? What do you think the dream means?

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5. Lou Epstein comes in and asks how "his boy is doing." What is Lipsyte telling you about the character of Lou Epstein?
6. Integrity requires a sound, coherent approach. Has Alfred arrived at that? How does the presence of Lou and Mr. Donatelli move him toward or away from that mentality?
7. Do you think it is a good idea for Lou Epstein to train Alfred for the register?
8. Alfred is beginning to see the rewards of his hard work. At the end of the chapter he realizes that Mr. Donatelli has seen the contender in him. Do you think Alfred is now a contender? Why or why not?

Analyze Analyze the key paragraph.

Key Passage, p. 145

"Lou took a little black purse from his pocket, counted out some bills, and pressed them into Bud's hand. 'Don't tell Ryan where it comes from, pride he always had'" (p. 145).

EXTEND

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

Lou Epstein hands money to Bud to give to Kid Ryan, an old ex fighter. **Write an explanatory page about what would motivate Lou to give the money to Kid Ryan without even getting credit for his generosity. What does this tell you about the kind of person Lou is? Use quotes from the text to link major sentences that build an argument to prove your point.**

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

Community Connection

Take time to look through the National Bullying Prevention's Website: Pacer.org. Then divide into groups and discuss what you read. How does Pacer combine the anti-bullying and community NGO lessons from previous sections?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: a.) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is polio? Who is most at risk of contracting it?

Poliomyelitis (polio) is a highly infectious disease caused by a virus. It invades the nervous system and can cause total paralysis in a matter of hours. It can strike at any age, but affects mainly children under three (over 50% of all cases). The virus enters the body through the mouth and multiplies in the intestine. Initial symptoms are fever, fatigue, headache, vomiting, stiffness in the neck, and pain in the limbs. One in 200 infections leads to irreversible paralysis (usually in the legs). Amongst those paralyzed, 5%-10% die when their breathing muscles become immobilized. Although polio paralysis is the most visible sign of polio infection, fewer than 1% of polio infections ever result in paralysis. Poliovirus can spread widely before cases of paralysis are seen. As most people infected with poliovirus have no signs of illness, they are never aware they have been infected. After initial infection with poliovirus, the virus is shed intermittently in feces (excrement) for several weeks. During that time, polio can spread rapidly through the community.

Polio mainly affects children under five years of age. However, immune and/or partially immune adults and children can still be infected with poliovirus and carry the virus for long enough to take the virus from one country to another, infecting close contacts and contaminating sanitation systems. This could facilitate transmission especially in countries where sanitation systems are sub-standard.

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

blared (148)	hazy (153)	mechanically (152)	luncheonette (153)	lurched (154)

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READ

Review Review the timeline from the beginning everyday.

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

Read p. 148-158

Setting	Characters	Pages
Apartment	Alfred, Aunt Pearl, Charlene, Sandra, Henry	148-152
gym, street, luncheonette	Alfred, Henry, Lou Epstein, Mr. Donatelli (Vito), Dr. Corey (Arthur)	152-154
Cab	Henry, Alfred	154-156
Spoon's apartment	Alfred, Henry	156-158

RESPOND

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

Students might mention:

- Alfred wakes feeling cheerful and confident.
- Alfred tells his aunt he is not going to run, only wants to drink tea, and that he is going to sleep in a little.
- Aunt Pearl questions if Alfred has lost his job.
- Alfred tells Aunt Pearl he has a secret but he is not going to tell her until tonight.
- Henry arrives and they go get something to eat with Mr. Donatelli.
- Donatelli gives Henry a key and three dollars and tells him to take Alfred to Spoon's house to rest.
- On the way to Spoon's house, Alfred finds out that Henry had polio as a child.
- Alfred finds out they closed down the clubroom and that James, Sonny, and Justin got arrested that night.

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

Locate and label Manhattan on your map.

EXPLORE

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

Key Questions

1. Why doesn't Alfred tell his Aunt the real reason why he isn't running and eating? Has he begun showing signs of being a contender in and out of the ring? Why or why not?
2. Alfred tells his aunt that "Alfred Brooks is resting himself for his big opportunity for advancement." Is he still thinking like a contender or is he thinking like a champion? Explain? Will that hurt his chances for victory?
3. Do you think thinking like a champion already will hurt Alfred in tonight's fight?
4. How is being on the "edge" a good thing in boxing?

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5. Even though Jelly beat his opponent in the first round, Donatelli is not sure how he feels about him. What does Mr. Donatelli value more than winning?
6. Integrity Requires Wholeness: write a paragraph detailing the respect Mr. Donatelli has for the boxing profession. How is his approach whole, sound, coherent and principled?
7. Does Jelly have what it takes to be a boxer? Why or why not?
8. Why do you think Henry is so nervous about Alfred's fight?
9. Do you think Mr. Donatelli will train anyone who walks into the gym?
10. Does Mr. Donatelli make easy choices or difficult ones? Do you think it is easy for him?
11. Make a list detailing key moments in the developing friendship between Henry and Alfred.

Analyze Analyze the key paragraph.

Key Passage, p. 155

"'My mom used to take me to the clinic in a cab.'

'Oh.'

'For my leg. I had polio,' said Henry.

'Yeah, I know. I been watching you lately, you don't drag you leg so bad anymore.'

For the first time Alfred could remember, the grin completely disappeared from Henry's face. He turned away. 'Sometimes it gets a little better. Just temporary'" (p. 155).

EXTEND

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

Henry's polio's disease, as a child, has hindered Henry from being a boxer. Have you ever wanted something so bad but couldn't have it because of health issues?

Write an explanatory paragraph describing what you wanted and how your health kept you from achieving what you had hoped to accomplish. Did you give up or try to accomplish your dream anyways?

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

Community Connection

As a class, make a list of ways young people can make a difference in their community. Organize your ideas using headings and tables. After sorting through the different options, highlight the five ways that are most interesting to you.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: c.) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is hope?

Hope is a belief in a positive outcome related to events and circumstances in one's life. Hope is the feeling that what is wanted can be had or that events will turn out for the best. To hope is to wish for something with the expectation of the wish being fulfilled. Hopefulness is somewhat different from optimism in that hope is an emotional state, whereas optimism is a conclusion reached through a deliberate thought pattern that leads to a positive attitude.

With everyone paying special attention to Alfred, he is hoping that he doesn't let anyone down on his first fight. Everyone is treating him like he is someone special and to lose will be a let down to them, as well as to himself.

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

sluggish (161)	strolled (162)	twilight (163)	amateur (163)	stethoscope (165)

READ

Review
Review the timeline from the beginning everyday.

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

Read p. 159-169

Setting	Characters	Pages
Spoon's house	Alfred, Henry, Spoon, Betty Witherspoon, Mr. Donatelli, Dr. Corey, Bud	159-163
Union Hall, Boxing Arena	Alfred, Henry, Spoon, Mr. Donatelli, Dr. Corey, Bud, Sam Jackson, Elston Hubbard	163-169

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RESPOND

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

Students might mention:

- Spoon arrives at home. Soon after, Betty (Spoon's wife) arrives.
- Betty makes Alfred a steak dinner with salad and tea for his prefight meal.
- Spoon tells Alfred he should return to school and get his high school diploma. He suggests that Alfred go to school at night.
- Spoon and the rest of them eat their dinner while Alfred takes a nap.
- As Alfred, Henry, and Spoon walk around the dinner table to loosen Alfred up, Alfred realizes that Spoon lives in an integrated neighborhood.
- Donatelli arrives and they all leave to go to Long Island City Union Hall, where the fight will be held.
- Alfred is matched up with a gentleman named Rivera.
- In the locker room, Alfred is told strip down to socks and shorts. He is being examined by the doctor.
- Henry is told that he is working the corner tonight, not Bud.
- While being taped up by Donatelli and Bud, Alfred gets a terry-cloth robe with his name on the back.
- Alfred is walking down the corridor towards his first amateur fight.

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

Locate and label Long Island on your map.

EXPLORE

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

Key Questions

1. Why is it important to not eat a big meal before a fight?
2. Why do you think Alfred is surprised when he finds out Betty called a student's mother to school?
3. Do you think Alfred secretly wishes he had a teacher like Betty?
4. Would you like a teacher like Betty? Why or why not?
5. Alfred is worried that he will let people down if he loses since everyone is being nice to him. Do you think this will affect his fight?
6. Mr. Donatelli is edgy from the time they leave Spoon's house to the time they wait for Alfred's fight to begin. Why do you think he is stressed over the fight?
7. Alfred begins to get "sweat in his eyes" when he sees the robe with his name on the back of it. What difference and growth have you seen in Alfred during the last few readings?
8. Make a list of key moments from this chapter showing Alfred's attitude. After looking at the moments, make a determination whether or not he is maturing to a strong protagonist.
9. Describe important sentences in today's reading that highlight Henry's role.

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10. Lipsyte does a great job at describing and giving details of Spoon's home and where he lives. Go back through the text and highlight different descriptions of Harlem. What is Lipsyte trying to tell you about the different parts of Harlem and the people that live there? How do these descriptions work together to create cohesion?
11. What lessons from Integrity Requires Wholeness should Alfred remember when beginning his fight. Is it just about winning?

Analyze Analyze the key paragraph.

Key Passage, p. 160

"'You teach school and go to school?' asked Alfred.
'The more you learn the more you want to know. You ought to think about night school for yourself,' said Spoon" (p. 160).

EXTEND

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

Spoon has his teaching license but he is still taking courses for a master's degree. It is hard for Alfred to believe that, despite completing his license, Spoon would still want to go to school. What does Spoon's answer, "The more you learn the more you want to know," mean?

Write an explanatory paragraph explaining what the quote means and how Alfred can apply it to his life. Or, write about how you can apply it to your life.

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

Community Connection

Take a look at the list you and your classmates created about ways to get involved in the community. What are some activities you can do this semester? What about in the coming school year? How do you hope to incorporate service and community building into your life long-term?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Where is the Bronx located?

The Bronx is the northernmost of the Five Boroughs of New York City and the newest of the 62 counties of New York State. It is located northeast of Manhattan.

The Bronx has a strong character all its own. It is the birthplace of hip hop music and home to one of the country's most storied professional baseball teams, the New York Yankees, also known as the "Bronx Bombers." Many ethnic groups have called the Bronx home over the years. Arthur Avenue is still a center of Italian American culture in New York, and many claim it has a more authentic feel than Manhattan's Little Italy. The South Bronx is a center of Puerto Rican culture and life, with a growing Mexican community as well. University Heights and Morris Heights are largely Dominican neighborhoods.

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

flailing (170)	butted (170)	blotted (170)	numbly (171)	gasping (176)

READ

Review
Review the timeline from the beginning everyday.

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

Read p. 170-177

Setting	Characters	Pages
Boxing Arena	Alfred, Mr. Donatelli, Bud, Dr. Corey, Spoon, Henry, Joe Rivera	170-177

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RESPOND

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

Students might mention:

- Alfred, Bud, Donatelli, and Henry are walking down the aisle towards the ring.
- Rivera is already waiting for him when he arrives in the ring.
- The referee gives his directions and the fight begins.
- Alfred is so nervous that his body becomes paralyzed until he gets his first hit on the mouth.
- The crowd is not happy with the fighting ability of both Alfred and Rivera.
- Alfred loses the first round but wins the second round.
- In the third and final round the crowd gets rowdy, calling Alfred a slave, throwing soda cans, and making "boo" sounds.
- Alfred wins his first fight.

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

Locate and label the Bronx on your map.

EXPLORE

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

Key Questions

1. At the beginning of the fight, Alfred becomes paralyzed with nervousness. What happened to all that confidence that Alfred displayed earlier that day in the gym?
2. Have you ever been in a situation that was high pressure? Were you able to focus and remember your training?
3. Mr. Donatelli was satisfied with the way Alfred was fighting. Why was the crowd booing and calling Alfred names during the fight?
4. Integrity Requires Wholeness: what should the main take-aways be for Alfred in regard to this experience?
5. Make a list of specific language used in the context of the boxing ring. How do these words work together to create a specific atmosphere?
6. Why do you think Mr. Donatelli tells Alfred to not listen to the crowd?
7. What does Mr. Donatelli mean when he tells Rivera ,"Any time a fighter gets hit, anywhere, it's his fault"?
8. Henry is happy that Alfred won the fight. However, to Mr. Donatelli it is not enough. What is enough?
9. Integrity requires having a coherent approach to the world. What parts of Alfred's world are still not coherent? Do you think he will improve in these areas?
10. Lipsyte does a great job in using imagery in today's reading. Go back through the reading and find three precise moments where Lipsyte uses domain-specific imagery to explain how Alfred is feeling. Is it an effective tool?

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Analyze Analyze the key paragraph.

Key Passage, p. 170

"'You can't listen to the crowd,' Mr. Donatelli was saying, far, far away, 'they just want to see blood and pain'" (p. 170).

EXTEND

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

How can Mr. Donatelli's advice to Alfred after the fight apply to his life as a whole? How can this advice apply to your life? **Write an explanatory paragraph telling how the advice can apply to either your life or Alfred's life.**

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

Community Connection

Sign up for a class at your local recreation center. If possible, choose something that you have never done before. Make sure to pay attention to how it feels to try something new and how the instructors are interacting with you.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: e.) Establish and maintain a formal style or objective tone while attending to the norms and conventions of the discipline in which they are writing.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the Apollo Theater? Where is it located?

The Apollo was the central theatre on Harlem's main commercial street, and its position reflects its central role in Harlem's culture. Designed by New York architect George Keister, the building was leased by Jules Hurtig and Harry Seamon and opened as Hurtig and Seamon's New (Burlesque) Theater. After a few years, it was purchased by a competitor and renamed the 125th Street Apollo Theater. The district surrounding the building was opened up during the 1910s to African Americans making the Great Migration out of the South, and in the 1920s Harlem was transformed into a black residential and commercial area.

The Apollo was again under new ownership in 1932; burlesque shows began to give way to musical revues, and the theatre's new owners began to tailor shows to the area's most recent residents. The building opened its doors to African Americans for the first time on January 26, 1934. That year the long-standing weekly talent show called Amateur Night at the Apollo was born, and one of its early winners was the young Ella Fitzgerald. These Wednesday night shows became legendary, not only for the individuals and groups discovered there (including Lena Horne, Marvin Gaye, James Brown, and many others) but also for the highly sophisticated and critical audience that attended. Many performers—including Brown, B.B. King, and Clyde McPhatter—recorded live albums at the theatre; these recordings document the Apollo's trademark performer-audience dialogue.

In addition to introducing a vast number of rising stars, the Apollo quickly became a vital stop for any black entertainer, and virtually every major African American musical act performed there at least once—as did several white acts (notably Buddy Holly), who often were booked because they were assumed to be black. The management maintained a policy of alternating live stage shows with B movies (allegedly to clear the house). The Apollo was the pinnacle of the "chitlin circuit" of venues—including the

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Regal Theater in Chicago and the Howard Theater in Washington, D.C.—that catered to African American audiences. As a show of respect for its legacy, the building was left untouched during the riots of the 1960s. In 1977, the shows were discontinued, and the theatre was operated (unsuccessfully) as a movie theatre. A year later the building was closed. Purchased by investors in 1981, the Apollo received landmark status in 1983, was renovated, and was reopened to the public in 1985.
http://www.britannica.com/EBchecked/topic/709438/Apollo-Theater

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

sobbing (181)	heaving (181)	twitched (184)	brisk (187)	leaflets (187)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 178-188

Setting	Characters	Pages
Aunt Pearl's apartment	Alfred, Aunt Pearl	178-181
Boxing Arena	Alfred, Griffin, Mr. Donatelli, Henry, Bud	182-185
Epstein's store/street	Alfred, Lou Epstein, Harold, Lynne	185-188

RESPOND

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

Students might mention:

- Alfred is back at the apartment now and Aunt Pearl is concerned about his injuries.
- Aunt Pearl tells Alfred she had a dream once to join the chorus at the Apollo Theater. Aunt Pearl's mother wouldn't sign the contract since she was underage.
- Alfred tells his aunt that winning didn't taste as sweet as he thought.
- Aunt Pearl asks if Alfred is going to quit and he says he isn't.
- It's November and Alfred has another fight again against a skillful boxer named Griffin.
- Alfred is getting hit badly, but somehow finds the strength in the third round to knock Griffin out.
- When Alfred hit Griffin he heard a *thunk*—and pain shot through Alfred's wrists and shoulder. Griffin went down like a "rag doll."
- Even though Alfred won the fight, he felt alone and sick.
- Alfred could not get the *thunk* of Griffin's body out of his mind. He thinks about it in the car ride home, in the kitchen, and while he is trying to sleep.
- The image and sound of the *thunk* and Griffin's rag doll of a body still affects him the next day at work. Alfred has a difficult time running the register and makes a lot of mistakes.
- Lou could tell something is wrong with Alfred and sends him home for the day.

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- On the way home from work, Alfred gets stopped again by two Nationalists. He is asked to take part in a new recreation program designed to uplift black youth.
- Alfred starts to think about James again and throws the leaflets away.
- Alfred goes to see a movie.

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

Add to the class prediction chart. Do you think Alfred will continue to fight?

EXPLORE

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

Key Questions

1. Integrity Requires Wholeness: Why does Alfred need to tell his Aunt about his first fight?
2. Is it possible Aunt Pearl might understand more than Alfred thinks? Is it wise to assume someone will feel a certain way toward something?
3. Integrity Requires Wholeness: What character traits do you think are needed to be a contending boxer? Is Alfred getting closer to becoming one?
4. Alfred didn't feel the sweet taste of victory after his first win as an amateur boxer. What do you think Alfred expected to feel when he won his first fight?
5. Alfred was not excited when he knocked out Griffin. Why don't you think Alfred was excited?
6. Alfred can't seem to get the image and sound of Griffin's body hitting the ground or the audience's response out of his mind. Does Alfred have what it takes to be a good boxer or is he too soft? Explain.
7. Integrity Requires Wholeness and consistency. Do you think Alfred will start to take a holistic approach to boxing or will he continue to have spurts of motivation and abandonment?
8. What is the problem that Alfred is faced with when he is boxing?
9. What do you learn about Alfred in this chapter that you didn't know before? Explain.

Analyze Analyze the key paragraph.

Key Passage, p. 181

"She was sobbing, 'I don't say I woulda been a star or anything. I don't know what I'm saying.'

'But you would of like to try,' said Alfred.

'Yes.'" (p. 181).

EXTEND

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

Aunt Pearl tells Alfred the story of her lost opportunity to sing. It still hurts after all these years. What message was she trying to give Alfred about his boxing? **Write an**

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informative paragraph to Alfred as Aunt Pearl, talking about whether he should continue as a contender. Use the example from her life to make your point.

OR

Write an explanatory paragraph about a missed opportunity in your life. Is the opportunity really gone now or can you still pursue it? If the opportunity is gone for good, what other goals can you substitute for it?

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

Community Connection

Write a paper about your experience at the community recreational center class. What was it like to try something new? Would you recommend it to others? Will you go back? If you did continue with the class, would you need to change your schedule and daily routine? What was the hardest part of the experience? The most exciting?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What is the history of Harlem?

Harlem is known internationally as the Black Mecca of the world, but Harlem has been home to many races and ethnic groups including the Dutch, Irish, German, Italian, and Jewish. Harlem was originally settled by the Dutch in 1658, but was largely farmland and undeveloped territory for approximately 200 years. As New York's population grew, residential and commercial expansion moved northward and development of the Harlem territory was inevitable.

During the 1880's, elevated rail lines were extended north along Eighth & Ninth Avenues, encouraging expansion northward. Development of transportation lines caused speculation on the land and many fine row houses and multiple family apartment buildings were erected. However, this boom slowed in 1893 when a national recession struck. The recession curbed further developed and stymied real estate sales. When the economy recovered in 1895, development continued, especially in the form of beautiful apartment buildings.

The Lenox Avenue IRT subway line was completed in 1904 and, once again, many speculated that Harlem would become extremely desirable to those residing in lower Manhattan. Hundreds of tenement apartment buildings were built anticipating the masses from lower Manhattan to occupy them. Unfortunately for the developers, the IRT not only made Harlem available to those from downtown, but also made Washington Heights, the Bronx and other northern points accessible. Developers over speculated and many houses went unsold.

Real estate agent and entrepreneur Phillip A. Payton approached several Harlem landlords with the proposition that he would fill their empty or partially occupied properties with Black tenants. The idea was accepted and Payton began moving Black families into buildings in the 130's of Central Harlem. Many don't know Phillip A. Payton,

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but Harlem Heritage Tours considers him to be the father of "Black Harlem." The house he lived in with his wife, Maggie, still stands on West 131st Street.
Blacks continued to pour into Harlem from points in lower Manhattan, the American South and the Caribbean. With the onset of the First World War in 1915, many foreign immigrants set sail for their homelands, leaving employment opportunities available in the war industries in the north. Blacks migrated in record numbers from the south to northern cities in search of opportunities and increased wages.

During the 1920's, Harlem flourished with cultural and artistic expression. This period was christened the "Harlem Renaissance." Harlem Renaissance figures such as Langston Hughes, Aaron Douglas, Alain Locke and others felt that they would use their artistic creativity as a means to show America and the world that Blacks are intellectual, artistic, and humane and should be treated accordingly.

The Great Depression of 1929 rocked the country and devastated Black communities such as Harlem. The pressure of high rents, unemployment, and racist practices cumulated in Harlem riots in 1935 and 1943. The Second World War offered Blacks few opportunities for advancement, and Blacks mobilized against the war industry demanding fair practices. Militant activities during the 1940's set the stage for the 1960's.

Harlem was both stage and player during the turbulent period of the Civil Rights Movement. Religious and political leaders articulated the sentiments of the masses from street corners and pulpits throughout the community. During the 1960's, figures like Malcolm X, Adam Clayton Powell Jr., Queen Mother Moore, and Preston Wilcox used Harlem as a launch pad for political, social, and economic empowerment activities. Social problems caused a decrease in Harlem's population during the late 1960's through the 1970's, leaving behind a high concentration of underprivileged residents and a fast decaying housing stock.
http://www.harlemheritage.com/history-of-harlem/

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

stamped (190)	clattered (192)	swirling (195)	whimpered (197)	shuddering (197)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 189-199

Setting	Characters	Pages
Aunt Dorothy and Uncle Wilson's house	Uncle Wilson, Alfred, Jeff, Aunt Pearl, Aunt Dorothy, the twins	189-197
in front of Aunt's Pearl apartment	Alfred, Aunt Dorothy, James	197-199

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RESPOND

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

Students might mention:

- It's Thanksgiving and they are all eating at Uncle Wilson and Aunt Dorothy's house.
- Alfred thinks this is the best Thanksgiving ever.
- Alfred gets along with Jeff, to his surprise. He is not one of those slick, smart-meat college students Alfred thought he was.
- Jeff is no longer confident that he wants to go to Africa. He is interested in staying local and uplifting the people in his community.
- When asked if he likes boxing, Alfred replies that he likes the running and the training but being in the ring is something he is not sure about.
- Alfred announces that he wants to finish high school by going to night school.
- Jeff tells Alfred that he has grown up a lot and that he no longer appears negative.
- Alfred credits his change in attitude and his desire to return to school to Spoon.
- Alfred and Jeff agree to get together at Christmas time.
- Upon arriving home, Alfred notices an old man crouching near the trash cans but realizes it is James. James has been waiting for him.
- James asks for help, but he wants money, not food or shelter.
- Alfred gives James six dollars and James runs off before Alfred could do or say anything else.

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

Add to the class prediction chart. Will Alfred return to night school to get his high school diploma?

EXPLORE

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

Key Questions

1. This is a pivotal chapter for Alfred. How is he showing the lessons of Integrity Requires Wholeness outside of the boxing ring?
2. Why do you think Alfred believes this is the best Thanksgiving ever?
3. Do you think it shows sound and principled judgment to plan for one's future career instead of just the immediate training for fights?
4. What do you think of Uncle Wilson? What are some of his characteristic traits? Use evidence from the story to support your answer.
5. Alfred finally admits to Jeff that he likes the training and running of boxing, but not so much the fighting part of it. What is Lipsyte trying to tell you about Alfred? Will he stay in boxing or do you think he will work with the recreation program for the youth that he was talking about with Jeff?
6. Alfred wants to return to night school to finish his high school diploma. What do you think was the shift in his thinking process?

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7. Jeff tells Alfred that he thought Alfred used to be negative and a drifter in life but that he has changed. Go back to a piece of writing you previously did about Alfred. Based on Jeff's comment, revise the piece showing who Alfred is now.
8. Alfred sees James crouching near the trashcans. James asks for help and Alfred gives him 6 dollars. Why didn't Alfred just tell James he had no money?
9. Look at the key moments in James's story, then write a paragraph imagining how things could have turned out differently for him.
10. Do you believe it is Alfred's fault that James has become a heroin addict and is homeless?

Analyze Analyze the key paragraph.

Key Passage, p. 194

"'You sort of seemed to, if you don't mind me saying so, seemed to just drift along.'

'Yeah. Sweet old Uncle Alfred.'

'Sorry, Alfred, I didn't hear what you said.'

'I guess I had no ideas about anything, what I wanted to do, anything like that. Didn't seem like any reason to stay in school. And I wasn't doing good. But Spoon says---'

'The teacher?'

'Right. He used to box. He said if you can concentrate on learning to box, you can concentrate on learning anything'" (p. 194).

EXTEND

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

Alfred is talking to Jeff about how he used to be. He credits Spoon for his change. Have you ever had a person in your life like Spoon? Did you have someone to look out for you and help guide you in your life?

Write an explanatory paragraph about this person. What did they say that changed your life?

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

Community Connection

Invite someone from the recreation center to present to your class about being involved. Think of questions ahead of time that you can ask them about classes, commitments, and schedules. You can also prepare questions about their experience working there and what they did to qualify for their job.

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be a champion?

A champion is a winner of first prize or first place in a competition. It is also one who shows marked superiority.

Through out the novel, Alfred has wanted to be someone special. He never quite felt like he belonged anywhere. Jeff was correct when he told Alfred that he used to be a drifter in life. Boxing has made a contender out of Alfred. He has worked hard in life and in the boxing gym. Alfred is not only a contender, but he is also a champion. He has conquered his fear of failure and of not being someone special. He has won two fights and tied one. His job has promoted him to register worker. He is being treated like a human by the people in his community. He is a champion because he was able to work past his insecurities and fear and realized that he is in charge of his life. He is finally at peace with himself and knows that he is a winner, a champion, regardless of how many fights he wins.

"There's always the motivation of wanting to win. Everybody has that. But a champion needs, in his attitude, a motivation above and beyond winning." -Pat Riley
http://www.merriam-webster.com/dictionary/champion

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

clinches (200)	snarled (200)	conquered (202)	hypnotized (207)	mimeographed (208)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 200-213

Setting	Characters	Pages
Boxing Arena	Alfred, Barnes, Dr. Corey, Donatelli, Henry	200-201
Donatelli's gym	Alfred, Donatelli	201-203
Spoon's home	Henry, Alfred, Spoon, Betty	204-210
Spoon's car	Henry, Alfred, Donatelli, Dr. Corey, Bud	211-213

RESPOND

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

Students might mention:

- Alfred is fighting against a fighter named Barnes who fights dirty. Alfred feels tired throughout the fight and gives up an opportunity to punch Barnes in the face.
- Alfred could not get the picture of Griffin out of his mind during the fight.
- The fight between Alfred and Barnes becomes a draw.
- At the gym, Donatelli tells Alfred it is time to retire.
- Donatelli tells Alfred he lacks the "killer instinct, the coldness to beat a man into the ground when you sense his weakness."
- Alfred cannot answer when Donatelli asks him if he likes boxing.
- Donatelli still wants him to train and spar with the new boys coming up.
- Alfred insists that he finish his last two fights to find out for himself if it is really time for him to retire.
- It's Alfred last fight and he is nervous. The cold spot is back in his stomach.
- Henry tells Alfred that he is the one that bought Alfred's white-terry cloth robe, not Donatelli.
- Henry doesn't limp that much anymore because he has other things to think about now instead of his leg.
- Spoon arrives home and tells Alfred and Henry about the altercation he had at work.
- Alfred tries to remember everything about the last day of his fighting career.
- Spoon tells Alfred he found a narcotics clinic for James. However, Alfred tells him that he cannot find James and that he cut out of the neighborhood again.
- In the dressing room, Alfred finds out he is boxing Elston Hubbard, an older, stronger, and bigger fighter.
- Donatelli wants to stop the fight because he is afraid that Alfred will get hurt.
- Alfred won't let him. Alfred tells Donatelli that he needs to fight Elston Hubbard because he needs to know for himself that it's time.
- Donatelli threatens to quit, but Alfred explains to him the importance of being a contender and that he is not going to quit after getting him this far. Alfred needs to find out for himself, even if it means getting hurt.

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

Add to the class prediction chart. Will Alfred Brooks win his last fight?

EXPLORE

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

Key Questions

1. Why do you think Alfred was so tired during the fight against Barnes?
2. Why didn't Alfred go in for the punch that could have caused a TKO when he had the chance against Barnes?
3. How did Mr. Donatelli know it was time for Alfred to retire?
4. Was Alfred's reaction an example of Integrity Requires Wholeness? Do you think he understood?
5. Do you agree that a fighter must have the killer instinct and the ability to beat a man when he finds his weakness?
6. When did Alfred decide he didn't want to be a boxer anymore? What do you think was the exact moment?
7. Write a concluding statement about whether or not Mr. Donatelli regrets training Alfred?
8. Alfred realizes that when Mr. Donatelli was talking about being a contender, it didn't only apply to boxing but to life. What does it mean to be a contender in life?
9. Alfred has the desperate need to finish what he has started and that is finishing his last two fights. Why is finishing so important to Alfred?
10. Spoon brought home the reading list so Alfred could get a head start on the reading for night school. Do you think he will go back to get his diploma? Explain.
11. It's Alfred last fight and he is extremely nervous. More so than normal. What do you think he is more nervous about: winning or losing?
12. Based on the information in this chapter, what role would you claim Henry has had in Alfred's training and fights.
13. Make a claim about what Alfred has given to Henry. (not material possessions)
14. Why does Mr. Donatelli want to cancel Alfred's fight against Hubbard?
15. What do Mr. Donatelli's actions tell you about his integrity and principals?
16. The ice ball in Alfred's stomach is gone at the end of the reading. Is that a good sign? Does that mean that Alfred has lost his edge for the fight?

Analyze Analyze the key paragraph.

Key Passage, p. 212

"'Just one minute, mister,' said Alfred. 'Look, Mr. Donatelli, remember how you said the only way you'd ever know is if I got hurt, really hurt in the ring?'

'But it doesn't matter now.'

'Does to me.'

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'You don't have to prove anything to me, Alfred.'
'To me I do'" (p. 212).

EXTEND

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

Alfred needs to know for himself that he's finished boxing, even if it means getting hurt. **Write an explanatory paragraph about a time when you had to prove something to yourself—when you owed yourself one last chance at something even if you could have failed.**

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

Community Connection
After listening to the representative from the recreation center, write a concluding paragraph about their talk. What were their key points? What are the details of their presentation you would highlight to someone who hadn't been there to hear to the talk themselves. What parts were most interesting to you?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: W10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes, and audiences.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to have heart?

To have heart is to have a sense of self worth that no one can take away from you. It means to have a sense of pride in what you do on an everyday basis, regardless of who is around or looking. To have heart as a boxer often describes a boxer who is less talented, but more determined than his ability should permit him to be. A boxer with heart will continue to fight and not allow himself to be knocked out, have the fight stopped, or give less than 100% effort. How does Alfred show his heart? Why do people after the fight say he was all heart?

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

sidestepped (215)	pummeling (215)	lunged (215)	unanimous (219)	bellowed (219)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 213-220

Setting	Characters	Pages
Parkway Gardens, Brooklyn	Alfred, Henry, Donatelli, Bud, Elson Hubbard	213-220

RESPOND

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

Students might mention:

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- Elston Hubbard, Alfred's boxing opponent, is an ex-Marine.
- Before Alfred could do anything, he gets hit in the face and almost gets knocked out.
- Even though Elson was a beast in the ring, Alfred is able to get in a few good shots almost knocking Elston out in the first round.
- The second round brings more hard hits from both Alfred and Elston, but Alfred is getting the worst of it.
- Donatelli is asked by the referee if he wants to stop the fight or let it continue before the third round begins.
- Henry cries out "Let him have his chance," and Mr. Donatelli lets the fight continue.
- Alfred's third round with Hubbard is all out war. Alfred is taking a hard beating but has decided the only way he is getting knocked out is if Hubbard kills him.
- Alfred and Hubbard are still hitting each other when the bell rings and must be pulled apart at the end of the round.
- On the way to the locker room, everyone in the crowd congratulates Alfred on a great fight. There are no angry comments, no boos.
- Lou Epstein tells Alfred that the fight is like the old days, where people took pride in the sport and people boxed.
- Alfred is smiling while Henry unlaces his gloves in the locker room. Alfred knows now too.

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

Add to the class prediction chart. What do you think Alfred will do now that his boxing career is over?

EXPLORE

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

Key Questions

1. Alfred was getting a beating in the first round. Would you have given up if you were Alfred?
2. When Alfred was able to knock Hubbard down in the first round, did you think there was a chance that Alfred could win his last fight?
3. Mr. Donatelli had the option to stop the fight before the third round, but he chose not to. Would you have stopped it if you were him? Why or why not?
4. In one sitting, write a paragraph about what kept Alfred going during the fight? Would you have given the same fight as Alfred or would you have thrown in the towel before you really got hurt?
5. Both fighters were crying when the fight was over. Do you think they were reflecting on something other than that fight?
6. The crowd didn't boo him, call him black boy, or even call him slave. They cheered him as he walked to the locker room. What was different about this fight that was missing from Alfred's previous fights?

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7. Mr. Donatelli says, “Now you know Alfred. Now you know, too.” Do you think Alfred really thinks it’s time for him to retire?
8. Integrity Requires Wholeness: how is Alfred giving up boxing the ultimate example of doing something difficult but self-aware?
9. Do you think the lessons from boxing will continue to shape his life?
10. Lipsyte gives you a peek into the new attitude of Alfred Brooks in this chapter. Can you tell what it is? What type of person is Alfred Brooks now?
11. Who do you think Alfred was fighting against during his fight with Hubbard? Life, the Majors of the world, or himself?

Analyze Analyze the key paragraph.

Key Passage, p. 219

“All the way up the aisle, people were reaching out to touch Alfred’s robe. ‘Great fight, kid…beautiful…real heart, Brooks…’ The dressing room was jammed, Lou Epstein clutching his gloves, ‘Like the old days, like the…’ Jose and Angel screaming, Spoon reaching for him, Jelly and Pete Krakover, Denny slapping his back.” (p. 219).

EXTEND

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

People are praising Alfred for his efforts during the last fight. Elston Hubbard goes up to him and tells him, “you tough, baby.” Even though Alfred lost the fight, he won the respect of many who saw the fight. No one is upset with the loss.

In one sitting, write an explanatory paragraph as if you are Alfred. What’s going on in his head now? What has he learned?

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

Community Connection

In one class session, work with your classmates to discuss what being a contender would look like in your community. What actions would you take?

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

Outcomes for Today

Standard for Writing: W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Standard for Writing: W9. Draw evidence from informational texts to support analysis, reflection and research.

PREPARE

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

Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What does it mean to be a champion?

A champion is a person who never gives up, no matter the obstacles are set before them. A person who can choose to rise up in the most difficult of situations is a person who can never be stopped.

"Champions Never Never Never Never Never Never Never Never Never Quit." -Tim McGaffin

Some Characteristics of Champions are listed below.

1. Champions are not defined in a moment. Champions are defined through a history of excellence; champions rise through a journey.
2. Being a champion does not mean perfection; plenty of champions screw up. A champion comes back from a mistake stronger and more determined. A champion comes out on top.
3. Champions are not self-proclaimed. A champion is given their title by a group of their peers, colleagues, or even competition.
4. Champions are not permanent and require self-improvement. A champion is always challenged and never stops learning or growing.

http://www.projectrethink.org/2009/03/09/be-a-champion/

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

clenched (221)	bounded (221)	thicket (223)	quivering (223)	scrabbled (227)

READ

Review Review the timeline from the beginning everyday.

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

Read p. 221-227

Setting	Characters	Pages
Aunt Pearl's apartment	Alfred, Aunt Pearl	121-122
park/cave	Alfred, James	222-227

RESPOND

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

Students might mention:

- Alfred arrives home after going out with Jelly, Mr. Donatelli, Spoon, Bud, and everyone.
- Aunt Pearl tells Alfred that James broke into Epstein's and that the police are looking for him.
- Alfred knows where James is going and goes to look for him.
- Alfred finds James at the park in the cave.
- Alfred finds James in the cave bleeding badly and wants to help.
- James wants another fix, not help from Alfred.
- Alfred wants to take James to the hospital, but James is worried about being incarcerated.
- Alfred convinces James to let him take him to the hospital.

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

Add to your KWL chart, prediction chart and map.

EXPLORE

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

Key Questions

1. Why does Alfred believe his aunt is upset when he gets home from the fight?
2. Alfred was upset to hear that James broke into Epstein's, but was glad that he got away. Why?
3. How did Alfred know where James would be hiding?
4. Alfred hasn't spoken to James in months. Alfred's last memory of James is taking his six dollars for a fix. Why do you think Alfred wants to help James? Would you have wanted to help James?
5. Integrity Requires Wholeness: what changes will James need to make to reclaim his life?
6. James asks Alfred about his bruises and Alfred tells him that he had a fight. When asked if he won, Alfred replied "sort of." What did Alfred win?
7. How was Alfred able to get James out of the cave?
8. Do you think Alfred will be able to teach James how to be a contender? What are the top five lessons he will need to share with him?

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9. As Alfred and James are leaving the cave, James is worried that he is losing a lot of blood. Alfred tells James "I got plenty of blood for you." What is Alfred trying to tell James?
10. The story begins the same way it began. Can you explain why you think Lipsyte would do that?
11. What affect did boxing and Mr. Donatelli have on the attitude and personality of Alfred?
12. Do you think Alfred is a contender or a champion? Do you think he will live in a way that is whole, entire, undivided, sound, coherent, and principled? Explain your answer.

Analyze Analyze the key paragraph.

Key Passage, p. 226

"'For start. Nothing's promised you, man, but you ain't gonna know till you try. Maybe get to build things like you always wanted.'

'Whitey ain't gonna–'

'Dare him to stop you. Dare anybody if you and me partners again'" (p. 226).

EXTEND

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

Alfred is urging James to move on with his life. Are we really promised anything in life? What do we need to do to succeed?

Write an explanatory paragraph about the things that block you from your goals. Think of at least three things that you use as excuses for your failures. Write an answer or solution to each of them.

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

Community Connection

Tell someone outside of your class what you have learned from reading this book. Would you recommend it? What are the lessons you will take away? What would you like them to know?

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