

Character Based Literacy Program

Independent Study Lesson Plan

The Skin I'm In, Week 1



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 are dialects?

How to not let words hurt you?

What are scholarships?

How to feel more confident?

What is the stock market?

Companies sell stock to get money, research how this works, and how stock prices can rise and fall quickly.

Word Wall Here are vocabulary words to add to the Word Wall.

amazon	starched	ricochet	collapse	unraveling
geeks	pacing	stares	blotch	concoction
scholarship	drafty	tutoring	grumbling	chronicling
concerned	threatens	payback	crouching	restriction
lame	drooping	quilt	invests	yank

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 1-53

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Open Mind Portrait

Create an Open Mind Portrait of a Maleeka Madison III.

Materials:

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

Step One: Create a large head shot of the character

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

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

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

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

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

Add bubbles as you learn new things about the character

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

EXPLORE

Character Education at the Markkula Center for Applied Ethics

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

Beginning-Middle-End Chart

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

Character Profile Chart

Fill out the Character Profile Chart on Maleeka.

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

Storyboard

Create a storyboard of the major scenes in Chapter 8.

Postcard

Write a postcard from Maleeka to her mother telling her how much you appreciate about her.

Discussion

Key Questions (p. 1-10)

1. Who is John-John?
2. What is Maleeka good at?
3. What have we learned about how Maleeka is treated in school?
4. What makes Miss Saunders different?
5. What does Miss Saunders say about Maleeka's skin?
6. Describe Char's personality.
7. How does Miss Saunders handle Char?
8. What do we learn about Maleeka's family?
9. What does Maleeka's mother do to save money?

Key Questions (p. 11-21)

1. What does Maleeka do to avoid getting teased?
2. Who does Maleeka meet in the morning before school and what do they do there?
3. Why do you think she hides this from her mother and the other students?
4. Describe Caleb.
5. Why does Caleb break up with Maleeka?
6. What does Miss Saunders share about her self?
7. What job did she take a leave from?
8. How do you think Miss Saunder's honesty helps the students?
9. How do the students respond to her now?

Key Questions (p. 22-32)

1. What did Maleeka's mother buy?
2. Why do you think Miss Saunders has her students write journal entries? What type of writing is a journal entry?
3. How did you like Maleeka's journal entry?
4. What made it interesting to read?
5. Was there any foreshadowing that something might happen to Maleeka?
6. Why do you think Char lied to Daphne?
7. Describe what happened between Daphne and Maleeka.
8. How do you think Worm feels about this conflict?
9. How do you think Maleeka feels?

Key Questions (p. 33-46)

1. Why is Maleeka working in the office?
2. What do the other teachers think about Miss Saunders?
3. What did Miss Saunders and Maleeka's mom talk about on the phone?
4. Who is Sweets?
5. Why does Maleeka want to get her hair cut?
6. Can a haircut really change a person?
7. What advise does the hairdresser share with Maleeka?
8. What does Maleeka realize in the mirror?
9. What do you think her friends at school will think of her hair cut?

Key Questions (p. 47-53)

1. What are students' reactions to Maleeka's haircut?
2. What does she tell herself in the bathroom?
3. What does it mean to see yourself with your own eyes?
4. Why is Maleeka late to school?
5. What are the morning rituals in Maleeka's household?
6. What do other people think of Maleeka's mother?
7. How does Maleeka's mother plan to become rich?
8. What does Maleeka think about her mother?
9. How does she act kindly toward her?

EXTEND

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

Key Paragraph, p. 5

"That's when I made up my mind. Enough is enough. I deserve better than for people to treat my any old way they want. But saying that is one thing, making it happen is something else" (p. 5).

Writing Prompt

What do you think it's like for Maleeka to be teased all the time? Have you ever known someone at your school that was teased a lot? Usually bullies are insecure and therefore need to tease others. **Write a paragraph, as if you were Maleeka's friend, explaining that it takes great courage and integrity to be true to yourself and supporting her statement about not letting people treat her badly.**

When answering the question above, consider the following:

- Use examples from the text.
- Who in the novel thus far has courage and integrity? Who doesn't?
- Why does it take courage to be yourself?
- Use examples from your own life, if you would like.

Key Paragraph, p. 21

"She's a big shot at an advertising agency downtown. A few months ago, her company and the school board came up with a new program that lets professionals take a leave of absence for a year to teach in inner-city schools..." (p. 21).

Writing Prompt

Miss Saunders shares a lot about herself with her students. What kind of courage does it take to tell people about yourself? Do you think Miss Saunders feels good about herself and is confident? **Write a paragraph explaining why or why not. Provide 2-3 examples from the reading to support your answer.**

Key Paragraph, p. 30

"Char's just standing there eating a candy bar like she's at the movies. I'm eyeing her, hoping maybe she'll jump in or at least say she was the one that was kissing Worm. She digs the chocolate out from between her teeth and takes another bite of candy" (p. 30).

Writing Prompt

How do you feel about Char's words and actions? Char uses Maleeka to do her homework for her, she teases her, and now she has lied to another person and gotten her in trouble. **Write a paragraph explaining why you think Char is acting this way? What kind of integrity does she have? How does Char's behavior impact the book?**

Key Paragraph, p. 42

"I stare at myself for maybe twenty minutes in Daddy's mirror. I don't get it. I think I'm kind of nice-looking. Why don't other people what I see?" (p. 42).

Writing Prompt

"Integrity moves me to do difficult and new things."

Was cutting her hair a new thing? **Write a paragraph explaining how Maleeka's new haircut helps her look 'on the outside' like how she feels 'on the inside'. What does trying new things teach us? Is it possible to learn and grow without trying new things? What do the women at the salon mean when they encourage her to have *attitude*? Have you ever wanted to change your appearance so the outside matched the inside?**

Key Paragraph, p. 50-51

"I push my way past that new shirt Momma made, and hope she don't ask me about it. I don't want to hurt her feelings, but one shoulder is higher than the other one. She fixed it three times already, but it just ain't working. I don't want to tell her that, though. Sweets asks me all the time why I don't just tell Momma I don't want to wear her stuff. But I can't. Momma needs to keep sewing. If she don't, I ain't sure what's gonna happen to her" (p. 50-51).

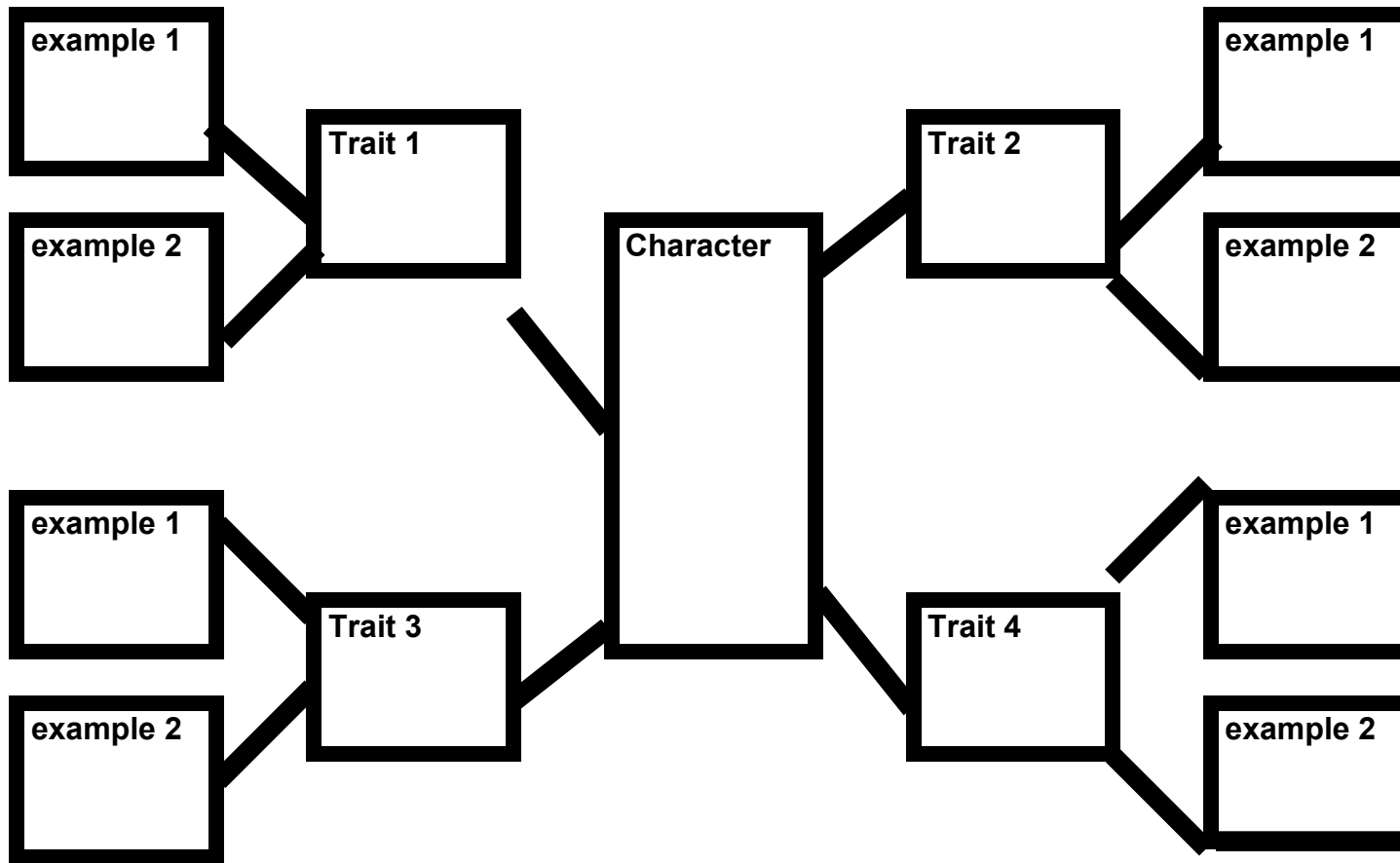
Writing Prompt

Write a paragraph explaining how Maleeka is a giving and *selfless* daughter. Provide three examples from the novel to support your answer. Write a second paragraph explaining what *selfless* things you have done for someone else.

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

- Describe a time when you were bullied.
- Describe a time when you could have stopped a bully.
- What is something you would like your class to know about you?
- How can you be more confident in your life?
- What would you do if you were Maleeka?
- How would you suggest Maleeka handle this conflict?
- Describe a time when you dramatically changed your appearance.
- How do you think appearance helps your confidence?
- How can you be kinder to your family?
- What would you do if you were Maleeka's mother?

4g6 Character Profile Chart



Character Based Literacy Program

Independent Study Lesson Plan

The Skin I'm In, Week 2



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.

Why do bullies bully?

Why does love make people crazy?

Why do people fear change?

How do you know if you are hanging out with the right crowd?

What is perfectionist?

Word Wall Here are vocabulary words to add to the Word Wall.

shavings	indescribable	twitches	bologna	holler
aisles	refused	dragging	mumbling	faking
disrupting	high-tail	tending	fess	unusual
hassling	vacant	ignore	gutted	mangy
doodle	persistent	lectures	insists	rehearse

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 54-115

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Character Interaction Chart

Fill out the Character Interaction Chart for Maleeka, Char, and Miss Brown.

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

Open Mind Portrait

Add bubbles as you learn new things about the character.

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

Plot Profile Chart

Complete a Plot Profile Chart for the novel so far. Instructions and a blank copy follow.

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

EXPLORE

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

Collage

Create a collage (through magazine cutouts, internet images, newspaper clippings, parts of songs or poems) of the change you are witnessing in Maleeka's attitude toward herself and how others treat her. Feel free to think metaphorically as well. She is in some ways, like a butterfly, coming out of its cocoon.

3g6 Plot Profile Graph

Begin the graph and map out 3-4 events. We will come back to this throughout the rest of the novel on certain days.

Beginning-Middle-End Chart

Create a Beginning-Middle-End chart for a chapter.

Open Mind Portrait

Create an Open Mind Portrait of Miss Saunders using the new information you've learned about her.

Discussion

Key Questions (p. 54-66)

1. How does Char continue to be a bully?
2. How does Maleeka stand up for herself with the lunch situation and the homework situation?
3. What does that tell us about Maleeka?
4. Why does Maleeka smile after Char eats her hamburger?
5. How does she stand up for herself in relation to John-John?
6. Why has John-John been teasing Maleeka since second grade?
7. How has Maleeka grown and changed since the beginning of the novel?
8. What do you think has caused these changes?
9. What does it mean not to see yourself through someone else's eyes?

Key Questions (p. 67-79)

1. What was drawn on the chalk board?
2. What are some of the students' opinions about Romeo and Juliet?
3. What is Jerimey's opinion about dying for something or someone?
4. What does Desda think about someone killing themselves over love?
5. What does Maleeka share with the class?
6. How do the other students respond?
7. What do you learn about Miss Saunders?
8. Why is it important for teachers to know their students?
9. How is Miss Saunder's life different now that she is a teacher?

Key Questions (p. 80-90)

1. Why do you think teachers and parents are complaining about Miss Saunders?
2. Do you think she has really done something wrong? Why or why not?
3. Why do you think people resist change?

4. Why would people want to keep things like they are and not change, even if change would improve the situation?
5. How does Maleeka feel about Miss Saunders homework assignments?
6. What is Maleeka's role in her house?
7. Describe Char's older sisters party.
8. Why does Maleeka feel uncomfortable?
9. What do you predict will happen next?

Key Questions (p. 91-103)

1. What happens on the way home from Char's house?
2. Should Maleeka have known better?
3. Why doesn't she tell her mother?
4. Why does Maleeka continue to hang out with Char?
5. What does Char do in the bathroom?
6. Why do you think she behaves this way?
7. How does Maleeka respond?
8. What does Miss Saunders do?
9. What do you predict will happen next?

Key Questions (p. 104-115)

1. Why was Caleb in detention?
2. What does Caleb do on the weekend?
3. Why does Maleeka try to stay away from Caleb?
4. Do you think Maleeka should forgive Caleb?
5. What are your impressions of Maleeka's diary?
6. What did we learn about Miss Saunders?
7. How has her appearance shaped her life?
8. What does Tai tell Miss Saunders?
9. How can being a perfectionist prevent you from doing your best?

EXTEND

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

Key Paragraph, p. 60

"I reach into my book bag and pull out some papers. Char and them are in a different math class than me. It's a class for kids who don't have a clue what's going on. I hand the homework to Raise. 'I didn't have time to do the social studies,' I say lying through my teeth. The social studies paper is still in my bag. It's the first time I don't give Char what she's asked for" (p. 60).

Writing Prompt

Maleeka's character is taking specific actions that demonstrate a transformation.

Write a paragraph explaining Maleeka's transformation. State three examples from the text to show the changes. What predictions do you have about this character?

Key Paragraph, p. 73-74

“The more she sewed them clothes, the better she got. She started picking up after herself. Got a job and all. No, ain’t nothing good come from loving somebody so much you can’t live without ‘em,’ I say. ‘No good at all’” (p. 73-74).

Writing Prompt

Do you agree with Maleeka who says that it’s not good to love someone so much that if they die you can’t function any longer? **Write a paragraph explaining why or why not. Should there be a limit on how much we love others? Romeo and Juliet were willing to die for one another; is that extreme? Where does self-love enter into this equation?**

Key Paragraph, p. 80

“Miss Saunders has really got all the other teachers stirred up...Every day, she’s coming to me with some new idea she came up with. Questioning why things can’t be done differently...You get her inline, Charles. She is disrupting everything” (p. 80).

Writing Prompt

Do you think Miss Saunders has really done something wrong or she just wants to do things better and people are resisting change? **Write a paragraph explaining why you believe she just wants to do things better and why you think people are resisting change.** When answering the question above, consider the following:

- Why would people want to keep things like they are and not change, even if change would improve the situation?
- What keeps people stuck in old patterns?
- Drawing on what you learned 2nd quarter in the unit *change requires effort*, what does the school need that would help promote positive change?

Key Paragraph, p. 103

“Miss Saunders says we were cutting class in the bathroom, smoking, destroying property. Dag, I’m thinking, it wasn’t like Char was ripping out the sink. She was just writing her name on the wall with a marker. Just letting people know she’d been there” (p. 103).

Writing Prompt

Maleeka seems to be struggling with who she wants to be. Char doesn’t treat Maleeka well, yet Maleeka continues to defend her. **Write a paragraph explaining to Maleeka why she should stop hanging out with Char. Is Char a good influence who wants the best for Maleeka? Does Char act with integrity? How does Char help Maleeka become a better person? Do you surround yourself with people who truly want the best for you?**

Key Paragraph, p. 114-115

“Then Miss Saunders says she always had to be better than everyone else at everything, because people always thought she was less-than due to her face. She

says she's always had to dress better. To get the highest grades and be the most creative" (p. 114-115).

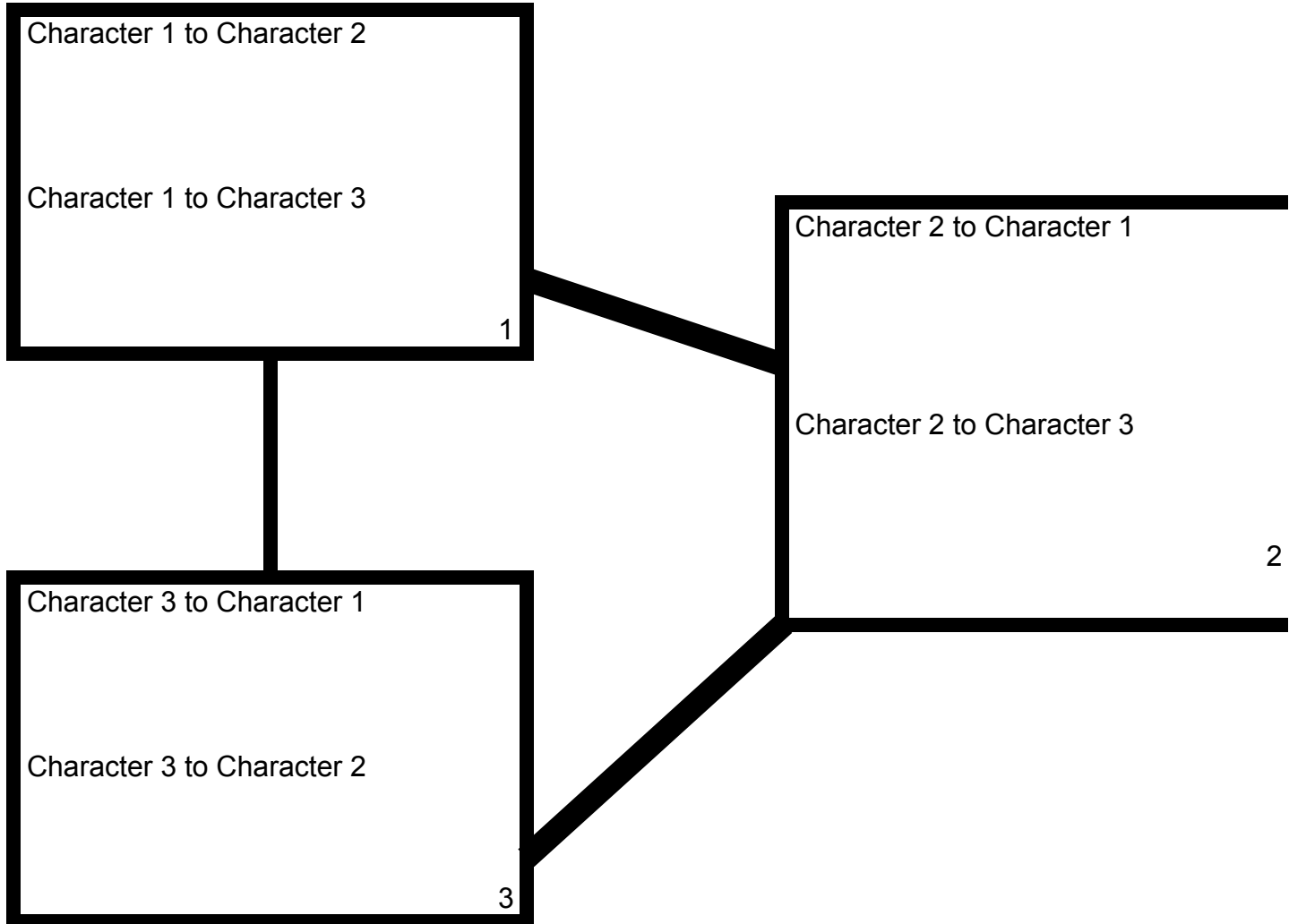
Writing Prompt

Write 1-2 paragraphs explaining why Miss Saunders is a perfectionist? Answer the following questions in your writing. Does the new information you learn about Miss Saunders change your impression of her? Do you agree with Tai's advice to her to lessen the pressure she puts on herself and others? Would people's opinion of you be different if they knew your full story? What kind of pressure do you put on yourself to be perfect?

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

- How have you changed in the last year?
- Describe what you would like to be like in a year from now.
- What do you think of Miss Saunders?
- How is she a good role model?
- What changes would you like to see in your school or home?
- How can you put effort into making those changes?
- How do you help your friends become better people?
- Describe a friendship that got you in trouble.
- Describe a time when you forgave someone?
- How has your appearance shaped your life?

5g6 Character Interaction Chart



3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Event										
	1	2	3	4	5	6	7	8	9	0

Character Based Literacy Program

Independent Study Lesson Plan

The Skin I'm In, Week 3



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 are strategies you can use to not let words hurt you?

How do you problem solve?

What is the story of Ali Baba and the Forty Thieves?

What does it mean to take responsibility for your actions?

How can you avoid lying?

Word Wall Here are vocabulary words to add to the Word Wall.

crumpled	certificate	fidgeting	stiffens	hunches
rushing	gavel	majesty	swishes	stomping
jabs	sizzling	stationhouse	creak	racket
suspended	expelled	yanking	peeling	switch
nervous	firsthand	situation	snatch	arranged

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

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

Read Read the selection.

Read p. 116-171

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

Open Mind Portrait

Add bubbles as you learn new things about the character.

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

Open Mind Portrait

Complete the Open Mind Portrait about Maleeka.

1. Finish all additional bubbles.
2. Add final insight from the story that you have learned about the character, or ways that Maleeka has changed.

Beginning-Middle-End Chart

Fill out the Beginning-Middle-End chart.

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

EXPLORE

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

Plot Profile Graph

Write down the next three major events in the Plot Profile Graph.

Open Mind Portrait

Add to your Open Mind Portrait of Maleeka. *What conflicting messages are going on inside her head in relation to hanging out with Char?*

Book Cover

Draw or create a new book cover.

Alternate Ending

If you were to write the ending, what would happen next?

Plot Profile Graph

Write down the last three major events.

Discussion

Key Questions (p. 116-125)

1. Why is Miss Saunders worried that her credibility will be undermined?
2. What are Miss Saunders good points?
3. What is important about Maleeka's conversation with Miss Saunders?
4. Why doesn't Miss Saunders have many friends?
5. What is Maleeka's father's name?
6. What does Maleeka discover in her mom's closet?
7. How does this make Maleeka feel?
8. Why doesn't Maleeka's mom want to know what she found in the box?
9. Why does Maleeka's mom sew?

Key Questions (p. 126-136)

1. Why does Maleeka enter a writing contest?
2. Why is JuJu so angry?
3. How does Miss Saunders respond?
4. Why does Char vow to seek revenge on Miss Saunders?
5. Why have Char's grades gone way down?
6. What does Caleb tell Maleeka?
7. Why do you think Caleb is trying to help Maleeka?
8. Do you think Char and Maleeka are friends?
9. Why do you think Char calls Maleeka over?

Key Questions (p. 137-146)

1. Why does Maleeka sneak out of her house?
2. What does Char make Maleeka do?
3. What does she think will happen if she didn't meet Char?
4. Who see Maleeka?
5. Why do you think Char wanted Maleeka to vandalize Miss Saunders room?
6. What does the author do to create suspense in these two chapters?
7. What are the primary settings that take place in the novel?
8. What do you think will happen to Maleeka?
9. What do you think Miss Saunders will do?

Key Questions (p. 147-161)

1. Who is Miss Jackson?
2. What does Char ask of Maleeka now?
3. Is her request reasonable? Why or why not?
4. Why do you think Maleeka agrees?
5. How does Maleeka's mom respond to the school incident?
6. What does Maleeka have to do to payback the school?
7. What happens to John-John?
8. How do you think Maleeka and her mom felt when they found out she won the writing contest?
9. What do you predict will happen next?

Key Questions (p. 162-171)

1. Why does Miss Saunders visit Maleeka?
2. Describe Miss Saunders talk with Maleeka.
3. Why does Maleeka try to cover for Char?
4. What happens to Char?
5. What happens between Caleb and Maleeka?
6. How has Maleeka changed since the beginning of the novel?
7. What was your impression of how the book ended? Why?
8. Did the characters seem realistic to you?
9. Would you recommend this book to others students your age?

EXTEND

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

Key Paragraph, p. 124

"Brown, Beautiful, Brilliant, My my Maleeka is Brown, Beautiful, Brilliant, Mine" (p. 124).

Writing Prompt

Write a paragraph or two explaining the importance of family. How do you think it felt for Maleeka to find a poem about her by her dead father? What feelings and thoughts come to you when you read the poem?

Key Paragraph, p. 136

"My heart starts beating fast and wild. I know Char's plan ain't gonna mean nothing but trouble for me. But I got to go along, anyhow. Nobody ever turns their back on Char. Not unless they're tired of living or something stupid like that" (p. 136).

Writing Prompt

What would you tell Maleeka to do if you were her friend, especially because now Char is thinking about doing things that could really get Maleeka in deeper trouble. **Write an informative paragraph in which you explain why Maleeka should stay away from Char. Describe how Maleeka can use the problem solving steps to confront Char instead of going along with her?**

Key Paragraph, p. 142

“She’s the first to run. I’m the last. I’m grabbing hold of the bag of clothes she brought me. When I pick it up, the bag rips and the clothes fall out. I’m shoving them back in and trying to run at the same time. Clothes are dropping with every step I take. I janitor is yelling my name...” (p. 142).

Writing Prompt

Write a paragraph explaining how the author creates suspense within these chapters? Think about word choice and sentence fluency. How does she make it sound? Provide 1-2 quotes from the chapter to support your explanation.

Key Paragraph, p. 153

“‘Least you’re keeping your mouth shut,’ he says, chewing on the gum. ‘Squealing on your friends ain’t even cool’” (p. 153).

Writing Prompt

Write a paragraph to describe the irony between John-John’s statement to Maleeka and the actions that got him beaten up.

Key Paragraph, p. 167

“‘Call me by my name! I am not ugly. I am not stupid. I am Maleeka Madison, and, yeah, I’m black, real black, and if you don’t like me, too bad ‘cause black is the skin I’m in!’ I yell. ‘No matter what you think, Charlese Jones, you’re ten times worse. I would never force someone to burn down a classroom, or pick on kids weaker than me, or say words so mean they make people bleed inside’” (p. 167).

Writing Prompt

Maleeka stands up for herself. How did it feel for you as the reader to finally have her speak up? **Write 2-3 paragraphs to explain what Maleeka had learned throughout the course of the novel? In what way does her story echo the integrity requires wholeness theme? *Integrity moves me to do difficult and new things, not just easy and accustomed things.* Describe the ways Maleeka embodies this theme.**

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

- What gifts do you value from your parents?
- How do you think this poem will help Maleeka’s confidence?
- Describe a time when you tried to warn someone.
- What would you do if you were Maleeka?
- Describe something that you regret.
- How can Maleeka make up for her poor choices?
- What would you do if you were John-John?
- How are you a good friend?
- Describe the time when you covered for someone.
- What do you think will happen next for Maleeka?