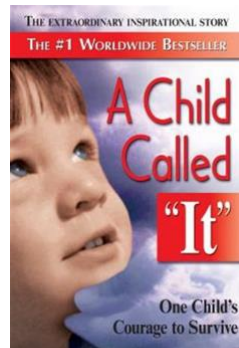


A Child Called “It”

Lesson Plan



ISBN-10 1558743669

ISBN-13 978-1558743663

Author Pelzer, Dave

Publisher HCI

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Lexile 850L

Genre Autobiography, Children's Literature

Synopsis Pelzer writes about his abusive mother who singles him out among his siblings for repeated emotional and physical punishment.

Themes Violence, Resilience

Protagonist Teen Male

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan. This book was published for an adult readership and thus contains mature content. Before handing the text to a child, educators and parents should read the book and know the child.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

A Child Called "It", Day 1



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background

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 David Pelzer?

Born on December 29, 1960 in San Francisco, California, he was given the name David James Pelzer at his birth. He was the second-born among five siblings and was raised in the Daly City by his parents Catherine Roerva Christen and Stephen Joseph Pelzer. As a young child, his alcoholic and mentally deranged mother consistently abused him. Source: <http://www.famousauthors.org/dave-pelzer>

2. Word Wall

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

Introduce 5 important, useful words from today's reading.

scalding-3	defiance-3	timid-4	misery-8	administration-9
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- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

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

Start at the beginning and review the story so far

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

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

pp. 3-15

Setting	Characters	Pages
David's home	David and his mother	3-5
David's school	David, the school nurse, his principal, a police officer, and his teachers	5-12
The Police Station	David and the officer	12-15

RESPOND

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

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

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

Students might mention:

- David, the narrator, is racing to finish doing the dishes so that he can have something to eat.
- He explains that he did not eat last night, and that if he messes up, he will be denied breakfast as well.
- David's mother hits him in the face and pushes his head into the counter, before driving him to school and instructing him to explain his new bruises by saying that he fell.
- In school, the nurse brings David directly into her office for an exam. When it is over, she calls in the principal, who in turn calls the police. It seems that the beatings have been going on a long time, and that everyone at school has finally decided to put a stop to it.
- The police officer takes David into custody. The chapter ends in a police car on Interstate 280 where the officer tells David that he is finally free of his mother.

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

Create a class theme chart on “Fractured Families.” Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

- New character information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

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

Comic Strip

Create a five-frame comic strip outlining what has happened in the story so far.

KWL Chart

KWL Chart: What You Know, Want to Know, and Learn about child abuse.

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

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

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

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

Key Questions

1. In your own words, who is the narrator?
2. What is the tone of the story?
3. Explain the plot and the conflict?
4. What motivated David to wash the dishes?
5. Why didn't David want Mr. Hansen to call his
6. How would you solve David's problem using what you've learned from today's reading?
7. What facts would you select to show that the mother was abusing David?
8. Do you agree with the actions of the nurse and principal to call the police?
9. Why was it better for David to be removed from his mother?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – 8

Mr. Hansen barks he's had enough of this. I almost leap out of my skin with fear. 'He's going to call Mother again!' my brain screams. I break down and cry. My body shakes like Jell-O and I mumble like a baby, begging Mr. Hansen not to phone Mother. 'Please!' I whine, 'Not today! Don't you understand, it's Friday?'

EXTEND

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

Pretend you are David. Write a journal entry about the life-changing events from today's reading. **In an explanatory paragraph describe the sequence of the events. Include three reasons why this will change your life.**

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

1. Describe a time when you felt unappreciative.
2. How do you make others feel loved?

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 2



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 San Francisco?



Source: http://2.bp.blogspot.com/1fclA1Y2GW4/TsiddJlxELI/AAAAAAAAAGU/KUm5wJCAoO8/s1600/map_of_san_francisco.gif

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

whim-17	asset-18	fiend-19	meticulously-19	destiny-20
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READ

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

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

pp. 17-26

Setting	Characters	Pages
Home	David, his mother, father, and siblings	17-24
Around the Bay Area	David, his mother, father, and siblings	24-26

RESPOND

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

Students might mention:

- David's mother was not always abusive. David remembers her being an active, creative, loving mother.
- David recalls that she kept a clean house, and an envied garden. He recalls that she decorated for holidays and that she loved cooking.
- When their father was working, David recalls that his mother took them on trips around San Francisco and that she often took time out to teach her children things about life.

- As a family, David recalls traveling. His favorite memories are of a family vacation at the Russian River, where he was free to play with his brothers.
- It was a time when his mother still loved him. He recalls watching a sunset at the Russian River and looking up to realize it was his mother hugging him, and his mother's heart that he could feel beating.

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

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

Postcard

Create a postcard picture of one of David's favorite good memories. On the other side of the card, pretend you are David and write yourself a positive note.

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

Key Questions

1. How would David describe his life prior to Kindergarten?
2. What activities and hobbies was David's mother known for?
3. Compare and contrast how David's mother used to act during different periods of time.
4. Are there any clues in David's writing to suggest that there might be danger or madness beneath his mother's shiny exterior?
5. What do you think happened that changed his mother's behavior?
6. How would you explain her loving behavior and harmful actions?
7. Describe the relationship between David's mother and father.
8. Identify a
9. If you were David, what questions would you ask your parents during these happy days?
10. Predict what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – 26

"Everyday seemed sprinkled with magic. One day after dinner, mom and dad took the three of us to watch the sunset. All of us held hands, as we crept past Mr. Parker's cabin to get to the river. The green river water was as smooth as glass. The blue jays scolded the other birds, and a warm breeze blew through my hair. Without a word, we stood watching the fireball-like sun as it sank behind the tall trees, leaving bright blue and orange streaks in the sky. From above, I felt someone hug my shoulders. I thought

it was my father. I turned and became flushed with pride to find Mom holding me tightly. I could feel her heart beat. I never felt as safe and as warm as that moment in time, at the Russian River.”

EXTEND

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

David recalls heart-warming memories from his childhood at the Russian River. Prepare a journal entry as David. **Write an explanatory paragraph that describes David’s memorable day. Provide 2-3 details that made this day so special.**

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

1. Describe one of your most memorable days with one of your family members.
2. What made the day so special? When will you have another memorable day?

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 3



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 Russian River?



Source: <https://upload.wikimedia.org/wikipedia/commons/thumb/2/23/Russianrivermap.png/256px-Russianrivermap.png>

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

drastically-29	mischief-29	effective -30	timidly-32	grim-33
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READ

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

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

pp. 29-43

Setting	Characters	Pages
David's house	David, his mother, father, and brothers	29-43

RESPOND

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

Students might mention:

- The relationship between David and his mother changed gradually between kindergarten and the first grade. David recalls first getting into trouble and having to stand in the corner for long periods of time.
- Standing in the corner turned to having to stand in front of the mirror after his mother had forced David to say to his own face, "I'm a bad boy." Soon beatings became part of the punishment.
- David lived for the time that his father was home, for then things were peaceful.
- At some point David became his mother's sole target for abuse. On one occasion, she pulled David's arm out of socket. She waited until the middle of the

night to take him to the emergency room so she could say that he fell out of bed. On another occasion, she made him tell the Cub Scout den leader that he couldn't attend the meeting because he had been a bad boy. He never got to go back to cub scouts again. Instead his mother brought him home to try and force him to lay on top of the burning stove.

- David realized that if he could stay alive, he was winning. He put all of his energy into survival from this point forward, and vowed never again to beg his mother for a reprieve.

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

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

Family Portrait

The abuse of one person in the family affects everyone. Create a family portrait. Use thought bubbles to show what each family member is thinking about David.

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

Key Questions

1. Explain how David's relationship with his mother gradually changed.
2. Compare and contrast gradual change with instantaneous change? How might one type of change be less noticeable?
3. How do you think David's situation would be different if his father was home? Do you think the abuse would be better or worse? Why?
4. Explain how David's punishment turned into abuse.
5. Compare and contrast the verbal and physical abuse.
6. What are possible longer repercussions of this abuse?
7. How and why is the mother hiding her abuse?
8. Why did David's mother take David to the emergency room in the middle of the night?
9. Do you think David's teachers and Cub Scout leader are suspicious of the abuse? Why or why not?
10. Describe when David realizes that he has to use all his energy to stay alive.

9. Analyze Analyze the key paragraph.

Key Paragraph – 29

“My relationship with Mom drastically changed from discipline to punishment that grew out of control. It became so bad at times, I had no strength to crawl away—even if it meant saving my life.”

EXTEND

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

The mother’s discipline has turned into verbal, emotional, and physical abuse. **In an explanatory paragraph describe the difference between discipline and abuse. Explain how David’s punishment evolved into abuse. Provide three examples from the text to illustrate your statement.**

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

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

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 4



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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 Cub Scouts?

Since it's beginning, the Cub Scout program has been a fun and educational experience concerned with values. Besides providing a positive place where boys can enjoy safe, wholesome activities, Cub Scouting focuses on building character, improving physical fitness, teaching practical skills, and developing a spirit of community service.

Source: <http://www.scouting.org/scoutsource/CubScouts/Parents/About.aspx>

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

solitude-47	colossal-48	devour-48	morsel-48	dire-50
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 47-62

Setting	Characters	Pages
Home	David and his family	46-52
School	David, his teacher, the principal, and his fellow students	52-53
The Russian River	David and his mother	53-57
School	David	57-62

RESPOND

5. Timeline

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

Students might mention:

- David was happy when summer was over and he could go back to school. At school, David could still have a good time.
- But David started getting in trouble at school too. Because he wasn't getting enough food at home, he started stealing from other students' lunches. Soon he got caught and his mother punished him.
- David recalls that it was about this time that he ceased to be a part of the family. His mother no longer called him by name. He was to stand in the underground garage until summoned to clean up after the family had eaten. He says he had become her slave.
- David recalls the last time the family went to the Russian River. Mother arranged for the rest of the family to go out. While they were out, she attempted to force David to eat the baby's waste from his diaper. Again, David won out by distracting his mother until the rest of the family returned.
- Back at home, the only things David ever got to eat were things he could steal. He stole from school and he stole from the store. He got caught doing both and was beaten again and again. At one point the school accused his mother of abuse, but she went down there, and according to her, convinced them otherwise.

6. Map

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

7. Activity

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

One possible activity

Create a list of the top five things a child needs to grow up healthy. Is David getting these things?

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

1. Why was David looking forward to summer vacation ending?
2. Why was David getting in trouble at school?
3. How would your schoolwork be affected if you weren't getting enough food at home?
4. What would you do if you were getting enough food to eat at home? What should students do? What resources are available?
5. Explain when David ceased to be part of the family?
6. Do you believe David has a sense of right and wrong? Why or why not? How does David strive to live a life of integrity?
7. Why doesn't David's father do something to stop this abuse?
8. Why doesn't David call the police himself?
9. Do you think David's mother really fooled the principal into thinking David was making everything up?
10. What would you advise David to do?

9. Analyze Analyze the key paragraph.**Key Paragraph – 61**

"That day my plan failed, but on other attempts I was lucky. Once, I managed to hide my treasure in my desk in homeroom, only to find on the next day that I had been transferred to the school across the street. Except for losing the stolen food, I welcomed the transfer. Now, I felt I had a new license to steal. Not only was I able to snatch food from my classmates again, but I also sprinted to the grocery store about once a week. Sometimes at the grocery store, if I felt things weren't just right, I didn't steal anything. As always, I finally got caught. The manager called mother. At the house, I was thrashed relentlessly. Mother knew why I stole food and so did Dad, but she still refused to feed me. The more I craved food, the more I tried to come up with a better plan to steal it."

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

David only eats when he steals food. He steals food at school and steals food from stores. Do you think David has the right to steal food? If not, what are his other options?

In an explanatory paragraph, describe whether or not David should be allowed to steal food. Provide three reasons to support your answer.

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

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

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 5



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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.

How is ammonia used?

About 80% of the ammonia produced by industry is used in agriculture as fertilizer. Ammonia is also used as a refrigerant gas, for purification of water supplies, and in the manufacture of plastics, explosives, textiles, pesticides, dyes, and other chemicals. It is found in many household and industrial-strength cleaning solutions. Household ammonia cleaning solutions are manufactured by adding ammonia gas to water and can be between 5 and 10% ammonia. Ammonia solutions for industrial use may be concentrations of 25% or higher and are corrosive.

Source:

https://www.health.ny.gov/environmental/emergency/chemical_terrorism/ammonia_tech.htm

2. Word Wall

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

routine-63	resisted-64	revolting-66	regurgitated-67	restless-68
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp.62-79

Setting	Characters	Pages
Home	David, Mother, and Father	62-79

RESPOND

5. Timeline

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

Students might mention:

- David continues his struggle to stay alive, as his mother continues her attempts to starve him. Realizing that David is eating from the garbage cans, she purposely spoils the meat. David gets violently ill from the infected pork.
- Believing that David is finding ways to eat while at school, Mother begins making him vomit when he gets home. When food is regurgitated, it is saved for David's dinner. David's father, who used to be his guardian angel, can do no more than look on without saying a word. After being forced to eat like a dog, David's mother begins making him sleep under the kitchen table.
- Soon, his mother decides that he is not fit to sleep in the house. David is moved to the garage to sleep on an old army cot without blankets.
- In order to eat, David begins begging for food door-to-door in the mornings. This works until a woman answers the door that turns out to know his mother. When David arrives home, his mother forces him to drink ammonia. David writhes on the floor and believes he is going to die.
- After forcing David to drink ammonia or bleach becomes old, David's mother falls back on an old favorite torture of hers, feeding him dish soap. This gives David diarrhea

6. Map

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

7. Activity

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

Open Mind Portrait

Create an Open Mind Portrait of both David and his father as they look at each other while the torture goes on. Create a setting that contains references to today's reading. Use thought bubbles to show what each wants to say to the other but cannot.

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

Key Questions

1. What types of things does David's Mother do to starve him?
2. Do you think it is abuse for a parent to refuse to feed their children? Why or why not? What if the parent loves their children but cannot afford food? Is this still abuse? Why or why not?
3. What sorts of things does David do in order to survive?
4. What do you think the neighbors thought of David when he was begging on their doorstep?
5. What would you do if a child like David asked you for food?
6. Do you think you would realize that David was being abused? Why or why not?
7. How do his survival strategies lead to more cruel punishments from David's mother?
8. Food, shelter, and water are the three essentials for survival. How does David's mother take away these basic needs?
9. Describe the life-threatening consequences of drinking ammonia and bleach.
10. Why doesn't David's Dad step in to protect David?
11. What do you think David would say to his dad if he had the chance? What do you think David's dad would say to David?

9. Analyze Analyze the key paragraph.

Key Paragraph – 66

"I sat on a chair and picked the clumps of hot dogs out of the bowl with my hand. Globbs of thick saliva slipped through my fingers, as I dropped it into my mouth. As I tried to swallow, I began to whimper. I turned to Father, who stood looking through me with a drink in his hand. He nodded for me to continue. I couldn't believe he just stood there as I ate the revolting contents of the bowl. At that moment, I knew we were slipping further and further apart."

EXTEND

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

Pretend you are David and write a letter to your father to tell him how you wished he would save you. **In an explanatory paragraph describe the pain you are going through. Include three logical reasons why he should rescue you.**

Alternatively, pretend to be the father and explain why you felt unable to save David. Be logical in your explanation. State what you should have done and why. Apologize to David.

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

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

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 6



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 signs of child abuse?

- 1. Unexplained injuries.** Visible signs of physical abuse may include unexplained burns or bruises in the shape of objects. You may also hear unconvincing explanations of a child's injuries.
- 2. Changes in behavior.** Abuse can lead to many changes in a child's behavior. Abused children often appear scared, anxious, depressed, withdrawn, or more aggressive.
- 3. Returning to earlier behaviors.** Abused children may display behaviors shown at earlier ages, such as thumb-sucking, bed-wetting, fear of the dark or strangers. For some children, even loss of acquired language or memory problems may be an issue.

4. Fear of going home. Abused children may express apprehension or anxiety about leaving school or about going places with the person who is abusing them.

5. Changes in eating. The stress, fear and anxiety caused by abuse can lead to changes in a child's eating behaviors, which may result in weight gain or weight loss.

6. Changes in sleeping. Abused children may have frequent nightmares or have difficulty falling asleep, and as a result may appear tired or fatigued.

7. Changes in school performance and attendance. Abused children may have difficulty concentrating in school or have excessive absences, sometimes due to adults trying to hide the children's injuries from authorities.

8. Lack of personal care or hygiene. Abused and neglected children may appear uncared for. They may present as consistently dirty and have severe body odor, or they may lack sufficient clothing for the weather.

9. Risk-taking behaviors. Young people who are being abused may engage in high-risk activities such as using drugs or alcohol or carrying a weapon.

10. Inappropriate sexual behaviors. Children who have been sexually abused may exhibit overly sexualized behavior or use explicit sexual language.

Some signs that a child is experiencing violence or abuse are more obvious than others. Trust your instincts. Suspected abuse is enough of a reason to contact the authorities. You do not need proof.

Source: <http://www.safehorizon.org/page/10-signs-of-child-abuse-58.html>

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

exceed-83	hideous-83	anticipate-83	morale-84	dwindled-84
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READ

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

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

pp. 83-98

Setting	Characters	Pages
David's house	David, Mother, Russell, Father, and David's siblings	83-98

RESPOND

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

Students might mention:

- Summer came, and because there was no school, David's opportunities to feed himself became even more limited. David rarely got breakfast, never lunch, and only received an evening meal every third day. That meal was predicated on whether or not David could meet the impossible time limits his mother placed on him to complete the chores she gave him.

- One evening, David's mother told him he had twenty minutes to complete the dinner dishes. After yelling at him for several minutes as his little brother, Russell looked on; she stabbed David in the stomach.
- David blacked out and woke up on the toilet where his mother was dressing the wound. Thinking he would soon be at the hospital, David relaxed. But instead of taking him to the emergency room, Mother simply ordered David back to the kitchen and gave him 30 minutes instead of twenty to complete his chores.
- David tried to get his father to help, but his father refused, telling David that it would just get them both in trouble. By the time David finished the dishes, his shirt was drenched in blood. Downstairs, his mother helped him to change his shirt and showed him a small amount of compassion as she looked over him through the night. In the morning, when it was clear that David had survived, things went back to the way they had been with David being the slave of the family.
- David's wound became infected. But at age eleven, rather than ask his mother for anything, David opted to clean and administer to the wound by himself. In taking care of himself and in surviving once again, David found power.

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

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

Cartoon

David says more than once during today's reading that the family had been brainwashed. Create a cartoon that depicts how family members had been brainwashed into seeing David.

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

Key Questions

1. Now that it was summer what happened to David's food consumption?
2. How does the mother treat David in comparison to the little brother?
3. Why do you think the mother times David while doing his chores?
4. Describe what happens to David while he is doing the dinner dishes?
5. How does the mother tend to David? Do you think this is out of love?
6. Why do you think the mother didn't take David to the hospital?
7. What do you think David's dad and brother were thinking when David was once again close to death?
8. How did other members of the family see David?

9. Can you explain the process of how someone can go from being human to being seen as an “it?”
10. How does David show that he has the strength to survive?

9. Analyze Analyze the key paragraph.

Key Paragraph – 85

“Look at me when I’m talking to you!” she snapped.

Obedying her command, I slowly raised my head. As my head came up, I saw Russell rocking back and forth on Mother’s left leg. The harsh tone of Mother’s voice didn’t seem to bother him. He simply stared at me through a set of cold eyes. Even though Russell was only four or five years old at the time, he had become Mother’s ‘little Nazi,’ watching my every move, making sure I didn’t steal any food. Sometimes he would make up tales for Mother so he could watch me receive punishment. It really wasn’t Russell’s fault. I knew Mother had brainwashed him, but I had begun to turn cold towards him and hate him just the same.’

EXTEND

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

David’s mother convinces the family to see David as an object and not a person. **In an explanatory paragraph describe how the family has been brainwashed into seeing David as an ‘it.’ Provide two examples and at least one quote from the text to aid you in your explanation. Trade with a partner and edit their paragraph using the editing checklist.**

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

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

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 7



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background 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.

How can you stop child abuse?

- 1. Act on your suspicions.** If you suspect a child is being abused or neglected, trust your instincts. Suspected abuse is enough of a reason to make a report to the authorities. You do not need proof.
- 2. Be aware of unexplained injuries.** Note unusual burns or bruises in the shape of objects, or unconvincing explanations of a child's injuries.
- 3. Notice changes in behavior.** Abuse can lead to many changes in a child's behavior, ranging from becoming isolated and withdrawn to becoming overly aggressive.
- 4. Notice a child's fear of going home.** If a child is a victim of physical or sexual abuse, he or she may display apprehension about leaving school or going places with the abuser.

5. Notice if a child is expressing inappropriate knowledge of sexual relations. If a child is a victim of sexual abuse, he or she may exhibit overly sexual behavior, or use explicit sexual language.

6. Notice unexplained weight loss or other signs that a child is not getting enough to eat. Underfed children may be unusually sluggish or fatigued.

7. Notice if there is an unexplained drop in a child's attendance at school. Children may be unable to attend school due to injuries from their abuse or intentionally held out of school to cover up visible signs of abuse.

8. Notice if a child is stealing or begging for food from fellow classmates or members of the community. Children who do not get enough to eat may resort to trying to obtain food in whatever way they can.

9. Notice a child's lack of personal care or hygiene. Young children who have been neglected or abused may appear dirty or uncared for or have unsuitable clothing for the weather conditions.

10. Notice if there is a decline in a child's performance in school. Abuse may affect all aspects of a child's life, including their grades.

Source: <http://www.boyhoodshadowsproject.com/take-action/10-ways-to-stop-child-abuse/>

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

solitude-103	sarcastically-105	wary-105	dumbstruck-106	pathetic-110
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READ

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

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

pp. 101-114

Setting	Characters	Pages
David's home	David, Mother, Father, his siblings	101-114

RESPOND

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

Students might mention:

- For a while, David enjoyed most the time he spent doing the dinner dishes as his father would help him and provide some encouraging words. Mother soon put a stop to that, however.
- David's father began spending more and more time away from the house.
- While his father was away, David's mother starved him for ten days straight.
- The starvation was followed by two new types of torture. The first was called the 'gas chamber' game, in which Mother locked David in the bathroom with a bucket filled with both ammonia and Clorox.

- The second game entailed making David soak in a cold bath before being forced to sit in the shade to freeze while the family laughed and ate dinner within earshot.

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

Continue the class theme chart on “Fractured Families.” Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

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

Campaign Poster

Create a campaign poster to end child abuse. Place David in one of his ‘madhouse’ scenes on the poster. Include a quote from today’s reading.

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

Key Questions

1. Why did David sometimes like doing the dinner dishes?
2. Do you think negative words or positive encouragement is more powerful and influential? Explain.
3. Why do you think David’s dad spent more time away from the house? What do you think he was doing?
4. Describe what happened to David during his father’s absence?
5. What new games did Mother come up with in today’s reading?
6. Explain the life-threatening consequences of these “games”?
7. What would you do if you were David?
8. What effects has David’s abuse had on the others in his family?
9. How do you feel about David’s brothers and father who let this continue?
10. Do you think they are displaying character of integrity? Do you think they are also guilty of abuse? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph – 114

“The bathtub and the backyard treatment soon became routine. At times when I laid in the tub, my brothers brought their friends to the bathroom to look at their naked brother. Their friends often scoffed at me. ‘What did *he* do *this* time?’ they’d ask. Most of the time my brothers just shook their heads, saying, ‘I don’t know.’

EXTEND

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

Child abuse takes place in secret and is difficult to discover. **In an informative paragraph, explain why people should be on the lookout for child abuse. First provide a list of statistics from today's background information. Include at least three reasons to support your opinion.**

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

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

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 8



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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.

Which children are most likely to suffer abuse or neglect?

1 in 10 children suffer from child maltreatment. 1 in 16 children suffer from sexual abuse. Nearly 1 in 10 children are witnesses to family violence.

The youngest children are the most vulnerable to maltreatment. Over **25%** of abused children are under the age of three while over **45%** of abused children are under the age of five.

Number of children in the United States who died because of abuse or neglect in 2012:
1,593

Of the number of children who died because of abuse or neglect...

- **70.3%** were younger than three years of age

44.4% were younger than one year of age

Source: <http://www.safehorizon.org/page/child-abuse-facts-56.html>

2. Word Wall

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

dreary-115	lenient-115	morbid-116	hobbled-116	scapegoat-122
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 115-128

Setting	Characters	Pages
David's house	David, Mother, Father, Shirley, Social Services	115-128

RESPOND

5. Timeline

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

Students might mention:

- David started the fourth grade, and for the first two weeks there was a substitute. She was very kind to David.
- David was called in to see the school nurse. Eventually David provided some information to the nurse about what was happening at home. It turned out that the substitute teacher had referred him to the nurse. She had concerns that something might be wrong at home.
- David's mother made a friend across the street named Shirley. Shirley became suspicious and David's mother broke off the relationship.
- David's mother told him that she wanted to stop abusing him and allow him to be a part of the family again.
- It turned out that this was just a ruse because she knew that social services would be coming to visit the following day and she wanted David to lie when asked if his mother was abusing him.

6. Map

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

7. Activity

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

Open Mind Portrait

Create an open mind portrait for Shirley. Use thought bubbles and speech bubbles to show what she is thinking and saying about David and his condition.

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

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

Key Questions

1. Describe David’s substitute teacher.
2. How is she similar and different from David’s other teachers?
3. What signs might have caused the substitute to write a report about David?
4. Why did David go to the school nurse? Describe David’s conversation with the school nurse?
5. Describe Shirley. Do you think she is a woman of integrity? Why or why not?
6. What do you think Shirley noticed that caused her to question David’s mother?
7. What do you think David’s mother might have said to give Shirley reason to call social services?
8. Why do you think the mother said she wanted to stop abusing David? Do you think she was being honest?
9. Do you think David wanted to believe her? Why or why not?
10. Do you think social services believed David when he said his mother only beat him when he was a ‘bad boy?’ Do you think anything will come of her visit?

9. Analyze Analyze the key paragraph.

Key Paragraph – 122

“In time, the relationship between Shirley and Mother became strained. One day, for no apparent reason, Mother broke all ties with Shirley. Shirley’s son was not allowed to play with the boys, and Mother ran around the house calling her a bitch. Even though I wasn’t allowed to play with the others, I felt a little safer when Shirley and Mother were friends.”

EXTEND

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

Pretend you are Shirley. **Write an informative letter to Social Services explaining why you believe that his mother is abusing David Pelzer. Form your argument by presenting three facts. Describe the three facts with as many details as possible.**

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

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

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 9



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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 reports child abuse?

Reports that came from teachers, law enforcement or legal representatives, or social service providers: 60% (teachers 17%; law enforcement 17%; social service 11%).
Who is most likely to abuse or neglect children?

Of child abuse cases in 2012, in over 80% of the cases the parent was the perpetrator. In 2012, more than four-fifths (82.2%) of perpetrators were between the ages of 18 and 44 years while two-fifths (39.6%) of perpetrators were in the 25-34 age group. Of the 2012 child abuse cases, 45.3% of the perpetrators were male and 53.5% were female.

Source: <http://www.safehorizon.org/page/child-abuse-facts-56.html>

2. Word Wall

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

vibrant-132	void-132	magnitude-133	traitor-134	wrath-135
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

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

pp. 131-145

Setting	Characters	Pages
David's home	David, Mother, Father, siblings	131-145

RESPOND

5. Timeline

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

Students might mention:

- David lost faith in God. He came to believe that no just God would allow anyone to suffer the inhumanities he had suffered.
- David became angry at everything and everyone. His classmates hated him because he was dirty and stinky. Two of them went so far as to suggest he ought to kill himself.
- David began to think of each new day as one day closer to death and freedom. He stopped trying to avoid his mother's wrath, and on many occasions attempted to provoke it, hoping that this time she would kill him.
- One day when David brought a note home praising his work at school, his mother told him that nothing he did would ever impress her, that he was an 'it,' she wished would die.
- David found a small amount of hope in his baby brother's smile. But even that disappeared as David realized that his mother would soon brainwash little Kevin into hating David also.

6. Map

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

7. Activity

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

Acrostic Poem

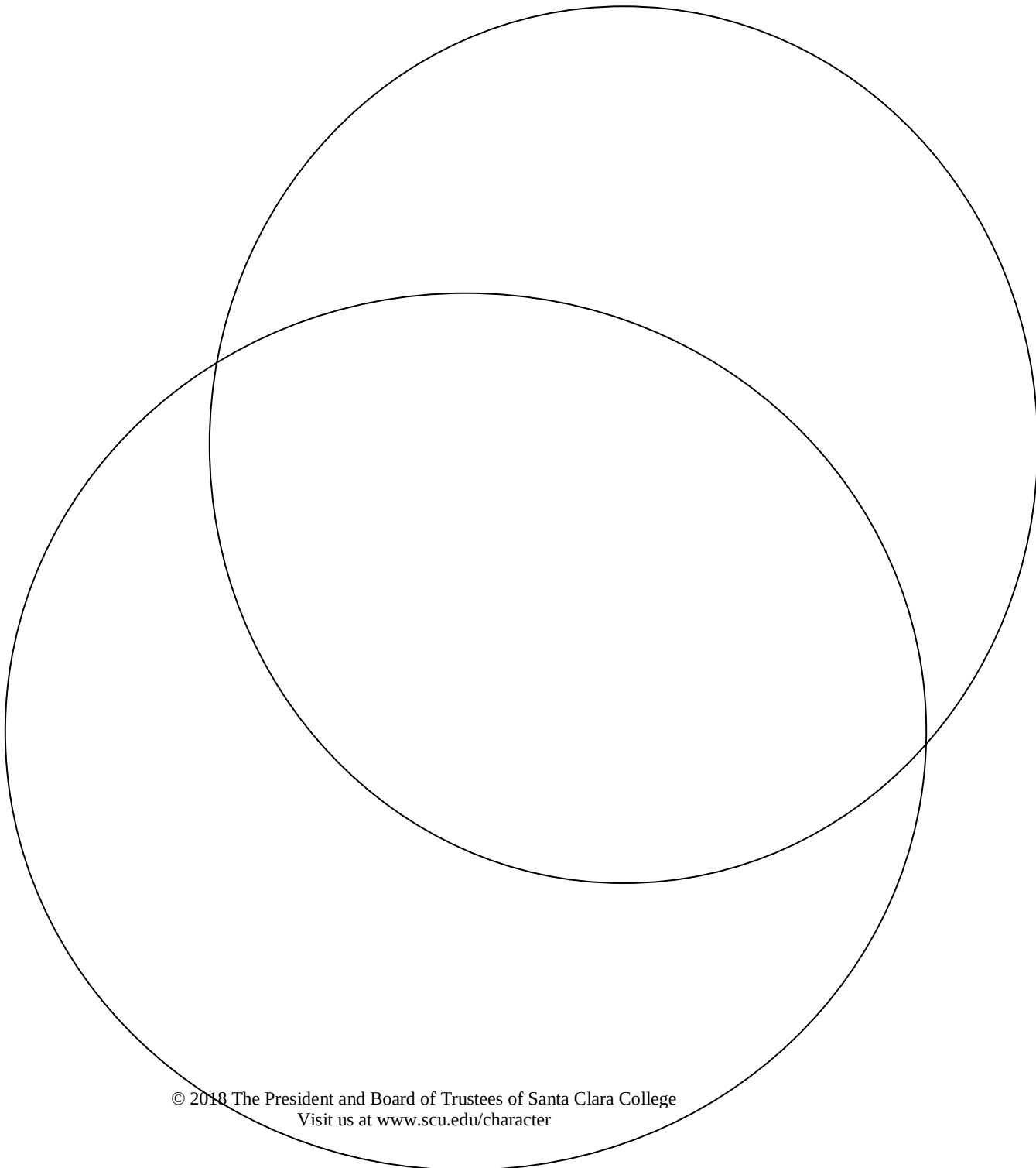
Create an Acrostic poem using the Word Survivor. Let the first lines begin with the horrors of David's abuse. As you get 'v' or 'l' let the focus of your lines turn to the

strength of his will to survive. Use creative and Artistic lettering. You may even wish to change the font to signify the change in direction the farm has taken.

Venn Diagram

6g6 Venn Diagram Chart

Create a Venn diagram to compare and contrast David's life at home and David's life at school?



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

Key Questions

1. What changed inside David during today's reading?
2. Why are students making fun of David at school?
3. What do you think David's fellow students meant when they suggested jumping was his only way out? Did these students displace integrity? What should they have done instead?
4. Compare and contrast David's life with the life of his peers.
5. How can his peers show more compassion?
6. Describe David's pain while he is facing emotional and verbal abuse from his classmates and his mother.
7. Why is it important to remember that every person is struggling through a private battle? Why is it important to be nice to everyone?
8. What do you think makes David a survivor? What gives him hope?
9. How did David's baby brother bring him hope? Why did this hope disappear so quickly?
10. What do you think will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph – 145

"My brief encounter with Kevin quickly faded away and my hatred surfaced again. I fought to bury my feelings, but I couldn't. I knew I was never meant to be loved. I knew I would never live a life like my brothers. Worst of all, I knew that it was only a matter of time until Kevin would hate me, just like all the others did."

EXTEND

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

The author, Dave Pelzer, has written an expose' of child abuse. Think about what Pelzer is trying to teach the reader in this expose'. **In an informative paragraph explain Pelzer's lessons about child abuse. Focus on three lessons and develop a statement about child abuse. Support your statement with three examples from the text. Conclude by explaining three ways how others should help.**

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

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

Character Based Literacy Program Lesson Plan

A Child Called "It", Day 10



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 did David Pelzer do as an adult?

Pelzer was relocated to numerous foster homes before he enlisted himself in the U.S. Air Force at the age of 18. Two years later he got married and had a son, though his marriage fell apart a few years later. He provided his services in the Gulf War as a fighter pilot. He earned the title of California Volunteer of the Year as he received the JC Penney Golden Rule Award in 1990. By that time, Dave transformed into a highly accomplished person, earning numerous prestigious titles and awards. In addition to that, he was commended by the Presidents of USA.

Source: <http://www.famousauthors.org/dave-pelzer>

2. Word Wall

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

despised-145	alienate-145	furious-147	fury-147	charade-150
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READ

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

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

pp. 145-160

Setting	Characters	Pages
Home	David, Mother and Father	145-150
Car	David, Mother, Father, and Siblings	150-153
Russian River	David and his son, Stephen	155-160

RESPOND

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

Students might mention:

- David's mother began to take her frustrations out on the rest of her family as well as David. She alienated her own mother and brother.
- One night, David's father came home and packed a bag. He told David that he couldn't take any of it anymore, including David, and he left.
- David's dad came back for a short time, but finally moved into a hotel permanently. David's mother warned him that there would now be no one left to protect him.
- The story flashes forward twenty years. David is standing on the shore of the Pacific Ocean watching a piece of driftwood wash in and out of the water. As the sun goes down, he gets in his Toyota and picks up his son, Stephen.
- Together they drive to Guerneville, CA to the house on the Russian River where his family once spent their summer vacations. He and his son walk down to the river's edge and watch the sun set. As it does, both son and father tell the other that he loves him.

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

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

Interview

Write five interview questions you would ask David Pelzer.

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.

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

Key Questions

1. Describe the mother's relationship with her own mother and brother.
2. Why did David's father leave? Where did he go?
3. Why don't you think he took David with him?
4. Predict what happened after David's father left?
5. From what you can put together, what became of David after he was rescued?
6. Why do you think the author choose not to write the story sequentially, but instead with flashbacks and flash-forwards?
7. What characteristics would you attribute to David's survival and to the way he turned out as a grown-up?
8. What do you think David's outlook is on life? What do you think he learned in his journey of survival?
9. Do you think children that have suffered child abuse grow up to be abusive parents? Why or why not?
10. Compare and contrast David's behavior as a father with his own father. How are their actions similar and different?
11. How does David take positive control of his life? How does David demonstrate integrity as an adult?

9. Analyze Analyze the key paragraph.

Key Paragraph – 156

“I’m so lucky. My dark past is behind me now. As bad as it was, I knew even back then, in the final analysis, my way of life would be up to me. I made a promise to my self I would be the best person that I could be. Today I am. I made sure I let go of my past, accepting the fact that that part of my life was only a small fraction of my life. I knew the black hole was out there, waiting to suck me in and forever control my destiny, but only if I let it. I took positive control over my life.”

EXTEND

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

Imagine you are David Pelzer and you want to write an inspiring speech or statement for struggling teens on the topic of survival and triumphing over seemingly insurmountable odds. You want to teach a life lesson on integrity- becoming the person you have the capacity to be.

Write an informative essay that explains that your childhood circumstances are only a small part of your life and does not determine their future. Explain that each individual has the power to take control of their life and create their own destiny. Explain that the power to overcome difficult circumstances comes from within. You should provide information, examples, and quotations from the text to back up your arguments. Include three logical and anecdotal arguments.

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

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

Character Based Literacy Program Lesson Plan

A Child Called “It”, Day 11



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background



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 other books written by David Pelzer?

In 1997 Pelzer wrote his teenage memoir, titled *The Lost Boy: A Foster Child's Search for the Love of a Family*. The third book published, *A Man Named Dave: A Story of Triumph and Forgiveness* (2000), details his life as an adult and how he finally made peace with himself as he learned to forgive his father. Attaining success as a writer, he began to write self-help books. Some of these works include *Help Yourself* (2001), *The Privilege of Youth* (2004) and *Moving Forward* (2009).

Source: <http://www.famousauthors.org/dave-pelzer>

2. Word Wall

prevention-164	phenomenon-164	prevails-165	tragedy-166	triumph-166
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READ

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

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

pp. 161-166

Setting	Characters	Pages
Essay	David Pelzer	161-166

RESPOND

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

Students might mention:

- Pelzer provides some statistics on Child abuse, stating that one in five are abused in some way.
- He demonstrates that abuse touches everyone in the family and then spreads out to affect a larger and larger circle.
- He discusses the cycle of abuse, stating that those who were abused are more likely to be abusive.
- Pelzer states that the book has two objectives: To inform the reader and to demonstrate the strength of the human spirit.
- His hope is to expose abuse in order to break the cycle for good.

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

Continue the class theme chart on "Fractured Families." Throughout the novel, David depicts the struggles of his family life. After each chapter bullet point one example of how he suffers. With each example discuss healthy ideas on how David can cope with this situation. Discuss ways for him to find help.

EXPLORE

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

Poster

Create an outreach poster for survivors of child abuse. Include a visual. Give your agency a name and list the services it would provide. Include a message of encouragement for your survivors.

Plot Profile Chart

3g6 plot profile chart

Fill out the Plot Profile Chart

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

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

Key Questions

1. Explain what you learned about child abuse.
2. How does child abuse affect a family unit?
3. How does child abuse affect a community?
4. Explain the child abuse cycle?
5. Why do you think that those who were abused are more likely to be abusive?
6. How do you think the child abuse cycle can end?
7. Describe what your community is doing to end abuse?
8. Explain the power of the human spirit.
9. Why did David Pelzer write this book?
10. What did you learn from this book? Would you recommend this book to a friend? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph – 164

“What you have just read is a story of an ordinary family that was devastated by their hidden secret. The story has two objectives: the first is to inform the reader how a loving, caring parent can change to a cold, abusive monster venting frustration on a helpless child; the second is the eventual survival and triumph of the human spirit over seemingly insurmountable odds.”

EXTEND

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

Imagine you are David Pelzer and that you want to write an essay for young, new parents, about parenting. **Write an informative paragraph in support of positive, structured parenting. In a second informative paragraph explain the destruction of abusive behaviors. Provide three examples and at least one quotation from the text to support your informative paragraphs. Include logical and anecdotal arguments.**

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

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