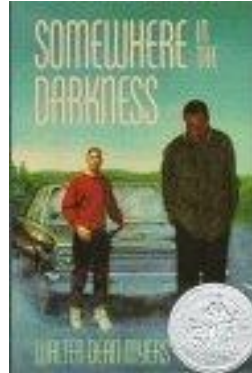


Somewhere in the Darkness

Lesson Plan



ISBN-10	0-590-42411-4
ISBN-13	978-0-590-42411-0
Author	Dean Meyers, Walter
Publisher	Scholastic Paperbacks
Copyright	1856
Lexile	640L
Genre	Fiction, Children's literature
Synopsis	Jimmy is fourteen, lives in Harlem and is holding his own in a pretty tough world. But things get tougher when Jimmy's father Crab, shows up. Crab, who disappeared nine years ago, suddenly wants Jimmy to know him. They set off on a trip halfway across the country to visit Crab's old haunts. On this trip Jimmy learns about his father and about himself, finding out that while things can't always be fixed, sometimes they can be understood, and maybe even forgiven.
Themes	Family Relations
Protagonist	Male, African American
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character      

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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



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

Where is Harlem?

Harlem is a large neighborhood in the northern section of the New York city borough of Manhattan. Since the 1920's, Harlem has been known as a major African American residential, cultural and business center. It is named after the city of Haarlem in the Netherlands. African American residents began to arrive in Harlem in great numbers in 1905 as part of the Great Migration. In the 1920s and 30s, Central and West Harlem became the site of the "Harlem Renaissance," an outpouring of artistic work without precedent in the American black community. After World War I, the amount of crime and poverty in the area increased and, since the late 20th century, Harlem has been a place of social and economic gentrification.

2. Word Wall

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

blared	mahogany	intend	psychologist	talcum
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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. 1-10

Setting	Characters	Pages
Jimmy's apartment, Harlem	Jimmy Little, Mama Jean	1-5
Jimmy's school	Jimmy, the school psychologist	5-7
Jimmy's apartment	Jimmy, Cookie	7-8
Cookie's apartment	Cookie, Jimmy	8-10

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:

- Jimmy tries to decide whether or not to go to school
- Jimmy remembers talking to the school psychologist
- Jimmy stops to talk to Cookie and she asks him to watch her baby, Kwame

6. Map

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

- 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.

Break up in to groups and research Harlem, New York. What is life like there? What do you think life is like for Jimmy Little? Create an illustration to go along with your description of life in Harlem.

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

Key Questions

1. Why do you think Jimmy skips school so often?
2. Why does Jimmy lie to the school psychologist about his father? What do you think really happened to his father?
3. Why does Jimmy enjoy letting his mind wander? (pg. 7)
4. Do you think Jimmy will go to school?
5. Why does Jimmy agree to watch Cookie's baby?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 6-7

"There was the hint of a smile on the psychologist's face. Jimmy looked past him to the clock on the wall. The wall was painted green on the bottom and white at the top. The line dividing the white and green went right behind the clock. Jimmy looked back at the psychologist. He was writing on his pad. Jimmy didn't answer more questions.

It wasn't anybody's business, he thought, that his real mother was dead. His father wasn't anybody's business, either. Neither were his daydreams. Sometimes, he thought, adults didn't like the idea of kids thinking anything or knowing anything they didn't know. Jimmy enjoyed letting his mind wander, enjoyed the thoughts that ran through his mind like a long, pleasant movie."

EXTEND

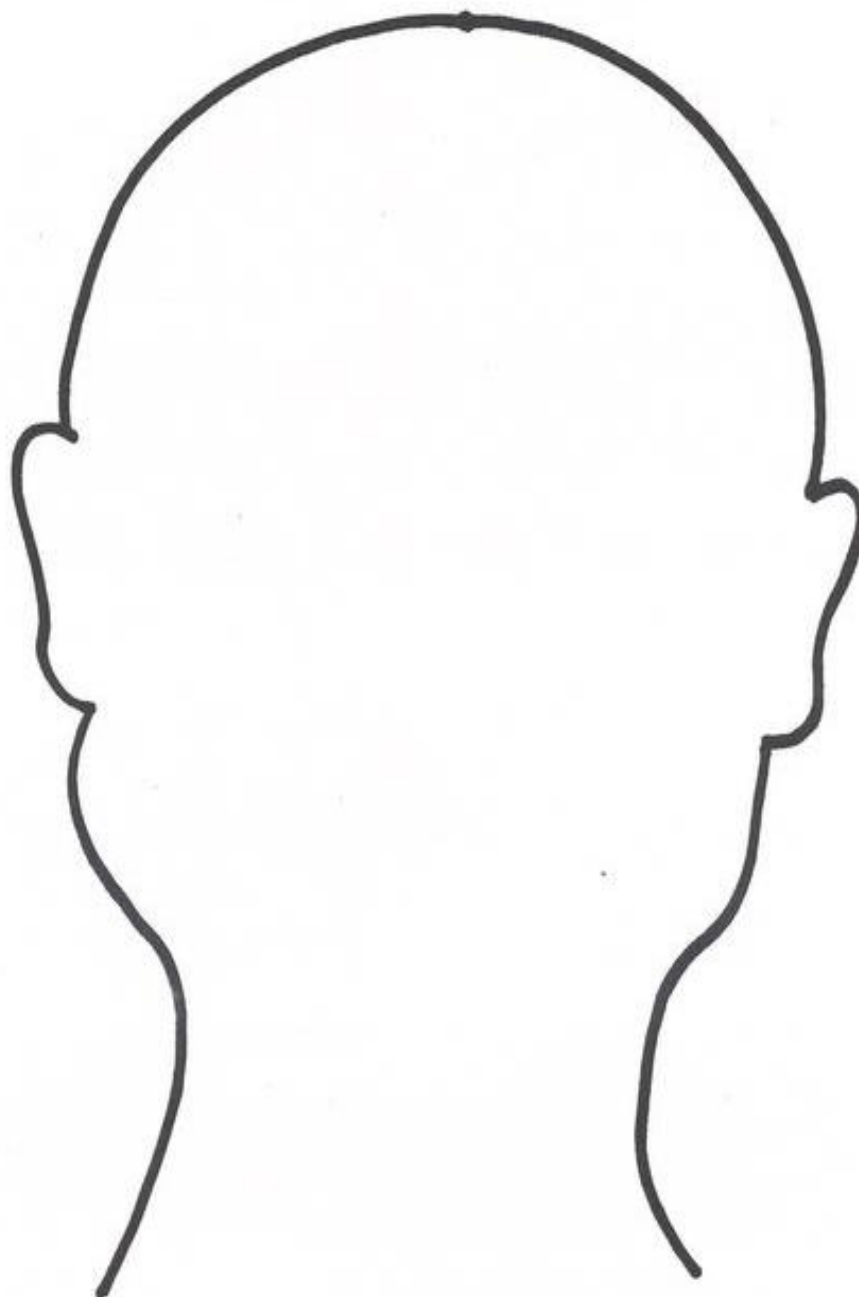
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Before you begin the assignment, brainstorm: can you identify with Jimmy's lack of motivation towards school? Why or why not? Then, write an informational paragraph that provides reasons you think Jimmy is not motivated to go to school. Be creative in your information, but also be sure to draw on some of the facts you already know, or have inferred, from today's reading. Use a simile, metaphor or analogy to get your point across to the reader; maintain a formal tone throughout your writing. Do you think he should care about school? Why or why not? Be sure to conclude your paragraph with a reiteration of the reasons you think Jimmy is not going to school. When you have finished writing, be sure to go over your work and edit it.

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

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

Open Mind Portrait



KWL Chart

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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 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.

Is Jimmy legally required to go to school? What is compulsory education?

Historically, compulsory – or mandatory – education was not a part of American society during the early history of the country. This was mostly due to reliance on church-run private sectors that charged fees for tuition. However, recently in the US education is compulsory over an age range starting between five to eight and ending between ages sixteen and eighteen, depending on the state. So depending on the state that Jimmy lives in and his age, he would most likely be legally required to go to school.

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

strategy	defiant	sullenly	ceremonious	broad
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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. 11-19

Setting	Characters	Pages
On the way to school	Jimmy, Mr. Johnson	11-13
School	Jimmy, Mr. Haynes	13
Detention room	Jimmy, Rosalind, Maurice	13-15
Class	Jimmy, Miss Cumberbatch	15-16
School yard	Jimmy, Shirley	16-18
Jimmy's apartment building	Jimmy	18-19

RESPOND

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

Students might mention:

- Cookie comes back and Jimmy starts walking to school.
- Jimmy arrives at school and is sent to the detention room.
- Jimmy talks to the other kids in detention.
- Jimmy takes the test at school and then leaves.
- A man tells Jimmy that he is Jimmy's father.

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

- 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.

Each student should create an illustration of Jimmy's apartment. Use details from the text to include important elements that make up Jimmy's apartment. How does the description of Jimmy's apartment help you to understand what his life is like? Feel free to look up images of Harlem using the internet or authoritative print sources in order to give you an idea of the surroundings Jimmy would most likely see on a daily basis.

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

Key Questions

1. Why does Jimmy get to go back to class when the other kids in detention don't?
2. What Does Jimmy mean when he says that he is tired? What do you think is wrong with him?
3. Why do you think Jimmy likes television and movies so much?
4. Do you think that Jimmy should go to school more often? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 17

"Jimmy hadn't been sick so much as he had been tired. It was a funny kind of tired, not the kind that you got from playing ball. No muscles ached, his arms and legs weren't tired. It seemed to come from inside. It was almost as if something tired was growing in him. In the mornings he would just get up and not feel like doing anything. He didn't know why."

EXTEND

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

Before you begin writing, reflect on the following questions: Do you think that the man in the hallway is really Jimmy's father? Why or why not? Do you think Jimmy will be happy to see him?

Write an explanatory paragraph about how you think Jimmy will react to seeing his father. Explain the emotions Jimmy must be feeling, using evidence you have gathered from the past two days. Has there ever been a time in your life when someone unexpected suddenly shows up? Were you happy to see them? Why or why not. Do you think Jimmy's reaction will be the same as yours, or will it be different? Maintain a formal tone throughout your paragraph and be sure to conclude with a reiteration of your main points.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, Day 3



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is life like in Harlem, New York?

Harlem is known throughout the world as a center of African-American culture, music, and life. Today many renovated and new buildings join such historic jewels as the Apollo Theater, architecturally splendid churches, and cultural magnets like the Studio Museum in Harlem and the Schomburg Center for Research in Black Culture.

As overcrowded apartments and expensive rents downtown make Harlem a more and more attractive area, professionals and young families are restoring many of Harlem's classic brownstone and limestone buildings. This new growth has brought life and commerce to the community, but it has also priced out some longtime residents.

2. Word Wall

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

strain	banister	jutted	shied	perking
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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. 20-29

Setting	Characters	Pages
Jimmy's apartment	Jimmy, his father, Cookie, Mama Jean	20-29

RESPOND

5. Timeline

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

Students might mention:

- Jimmy takes his father up to his apartment and checks and old photo to make sure that it's really his father.
- Jimmy talks to his father.
- Cookie comes to check on Jimmy.
- Jimmy talks to his father about being in jail.
- Mama Jean comes home and Crab tells her that he wants to take Jimmy with him to Chicago.

6. Map

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

- Add to an OMP you made for Jimmy – what is he thinking and feeling when he sees Crab for the first time.
- Is there anything you learned from today's reading? Are there still things you want to know? If so, add it to your KWL chart.

EXPLORE

7. Activity

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

Create illustrations for Jimmy, Mama Jean, and Crab. Use information from the text to complete your illustrations. Would you draw Crab and Jimmy to look alike? Why or why not?

8. Discussion

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

Key Questions

1. Where was Jimmy's father all this time?
2. Why is Jimmy so suspicious of the man?

3. Do you think Jimmy should believe that his father is innocent?
4. Why is Jimmy sorry that he let Crab into the house?
5. Do you think Jimmy should go with his father to Chicago? Why or why not?

9. Analyze Analyze the key paragraph.**Key Paragraph pg. 28**

“Jimmy would have like to look at him good without him looking back. He would have liked to stand them both in front of a mirror to see how they looked together. But he knew that he was looking at him, watching every move he made. He couldn’t relax.”

EXTEND

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

Before you begin writing, brainstorm: Why didn’t Crab mail any of the letters that he wrote to Jimmy while he was in prison? What do you think the letters said? Next, imagine that you are Crab. Write an explanatory paragraph to Jimmy from prison. Use elaborate details to explain what your life is like; use simile, metaphor or analogy to express your emotions to your son. What would you say? What do you think Crab wanted to say to Jimmy but couldn’t tell him? When you have finished, look over your work and revise it.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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 is the city of Chicago like? How is it different from the life that Jimmy knows?

Chicago is the third most populated city in the United States, after New York City and Los Angeles. The city is an international hub for finance, commerce, industry, technology, telecommunications, and transportation, with O'Hare International Airport being the second busiest airport in the world. Similar to Harlem, Chicago's culture includes improve comedy, jazz, blues and soul.

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

adjustable	parole	easing	stoop	bodega
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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. 30-39

Setting	Characters	Pages
Jimmy's apartment	Mama Jean, Jimmy, Crab	30-37
The street	Jimmy, Crab	37-38
Crab's car	Jimmy, Crab	38-39

RESPOND

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

Students might mention:

- Mama Jean and Crab talk about Jimmy going to Chicago.
- Mama Jean tells Jimmy that he can always come home to her.
- Mama Jean packs Jimmy's suitcase.
- Jimmy leaves without Crab and Mama Jean gives him fifty dollars.
- Jimmy finds out that Crab has a car, even though Crab said that they were taking the bus.

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

- Add to an OMP you made for Jimmy – how do you think he is feeling when he learns that he must leave his home and go to Chicago with Crab?
- What have you learned from today's reading? Add it to your ongoing KWL chart.

EXPLORE

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

Break the class up in two groups. One half of the class will argue that Jimmy should go with Crab, and the other half should argue that Jimmy should stay with Mama Jean. Give both sides time to prepare their arguments, and then have a debate about Jimmy's decision to go with Crab.

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

Key Questions

1. Why doesn't Mama Jean want Jimmy to go to Chicago with Crab? Why does she let him go?
2. Do you think it's right for Crab to take Jimmy away from Mama Jean? Why or why not?
3. Why does Jimmy want to take his schoolbooks with him to Chicago? Do you think he will use them?
4. Why does Crab lie about having a car?
5. Brainstorm what you think will happen if Jimmy goes with Crab? Do you think they will make it to Chicago? If so, what do you think happen there? Predict how you think the story will turn out.

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 38

"Jimmy put his bag in the trunk. Crab closed it and went around to the driver's side, opened the door, and slid in. Jimmy looked back toward where he knew Mama Jean was. He halfway expected to see her down the street, waving her arms for him to come back. If she had been there, calling to him, he might have gone back, too."

EXTEND

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

Before you begin writing, reflect on what a father is. What is your own experience of what a good Dad should be. What is a father to Jimmy? Do you think Crab will meet Jimmy's expectations? Why or why not?

Write an explanatory paragraph that describes whether or not you think Crab is a good father to Jimmy. Think about his absence throughout Jimmy's childhood. Do you blame him for not being present to his child? Or do you think he was doing the best he could under the circumstances? Make sure to be as detailed as possible in your writing, drawing on information from the text as well as your own experience to support your explanations. Do you agree with Jimmy's definition of a father? When you have finished writing, be sure to go over your work and edit it.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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.

Where is Cleveland? How far is Cleveland from New York?

Cleveland is in the state of Ohio, and is the most populous city in the state. It is the second largest city in Ohio after Columbus. Aside from being a manufacturing center, it is also connected to numerous canals and railroad lines. It is the 45th largest city in the United States, and is located on the southern shore of Lake Erie. Cleveland is approximately 464 miles away from New York City, and it would take over 7 hours to drive from New York City to Cleveland.

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

halos	lurched	eligible	infirmary	convicted
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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. 40-54

Setting	Characters	Pages
On the road	Jimmy, Crab	40-41
The diner, Cleveland	Jimmy, Crab	41-46
In the car	Jimmy, Crab	46-54

RESPOND

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

Students might mention:

- Jimmy and Crab stop to get gas and something to eat in Cleveland.
- Jimmy tries to call Mama Jean, but Crab won't let him.
- Crab tells Jimmy that the police are looking for him and that he is sick.
- Crab tells Jimmy about the crime that put him in jail.

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

- Add to an OMP you made for Jimmy – what do you think is going through his mind when he finds out what Crab was put in jail for? How would you feel if you were in his situation?
- Has anything you learned surprised you from today's reading? If so, write it down under the "K" section of your ongoing KWL chart.

EXPLORE

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

Imagine you are Mama Jean. Write a letter to Jimmy telling him how you feel about his decision to leave with Crab. Do you think Mama Jean would be mad? How do you think she would feel? Make sure to include these emotions in the letter.

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

Key Questions

1. Do you think Crab really called Mama Jean? Why or why not? If not, why would he lie to Jimmy?

2. Why does Jimmy feel like something is wrong? Do you think he is overreacting?
3. Why doesn't Crab let Jimmy call Mama Jean?
4. Why is Crab so desperate for Jimmy to believe that he is innocent?
5. Do you believe Crab's story about the crime? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 46

"Crab went back to the car and got in. Jimmy turned and walked in the opposite way. Hid didn't know what to do. He didn't know what to say to Crab. He didn't even know Crab.

There were tears in his eyes as he walked that broke up the light into tiny fragments. He thought about looking for a bus station, to get back to New York, but he wasn't sure why, or why he was afraid of Crab. But he was scared, scared and tired."

EXTEND

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

Before you begin writing, brainstorm: have you ever known someone who was put in jail? How did you feel about their situation? How do imagine Jimmy is feeling when he learns that Crab has escaped?

Write an informational paragraph about Jimmy's reaction to Crab's confession. Be detailed about the situation: how is Jimmy feeling and why does he react this way? Draw on information from the text as well as your own experience. Is Jimmy more upset because Crab ran away from prison, or because Crab is sick? Why do you think Crab lied to Jimmy and Mama Jean about being on parole? Do you think Jimmy has a right to be mad the Crab lied to him? Has anybody ever lied to you? How did you react? Be sure to end your writing with a reiteration of your main stance in the paragraph.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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.

Where is Chicago? How far is it from New York?

Chicago is in the state of Illinois; it is located several states to the west of New York. It would take approximately 12 hours and 30 minutes in normal traffic to drive from New York to Chicago. It is a total of 792.7 miles distance from New York to Chicago.

2. Word Wall

panhandlers	flitted	dozing	singly	shadowboxing
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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. 54-65

Setting	Characters	Pages
On the road	Jimmy, Crab	54-55
Chicago	Jimmy, Crab	56-59
Mavis's house	Jimmy, Crab, Mavis, Frank	60-64
The gym	Frank, Jimmy, Crab	64-65

RESPOND

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

Students might mention:

- Jimmy and Crab arrive in Chicago.
- Crab tells Jimmy about his brother who fought in Vietnam.
- Crab rents a room in Chicago.
- The car won't start, so they take a cab to Mavis's house.
- Crab and Mavis talk for a while, then Frank goes to the gym;
- Crab and Jimmy go with him.

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

- Add to an OMP you have been keeping for Jimmy; what is he thinking and feeling during today's reading? How do you think he views Frank?
- Maintain the KWL chart you began at the beginning of the novel. Did you learn anything new from today's reading?

EXPLORE

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

This activity will help students to understand the characters in the novel

Introduction: In this activity, each student will make a Suitcase Bookmark. The student can choose to create a suitcase for Jimmy or they can imagine that they are in Jimmy's situation and create suitcase of the things they would take on their journey with Crab. Each student will choose items to take in their suitcase, and will then illustrate those items.

Materials:

- pieces of stiff paper 6-10 inches wide and 5-10 inches long
- pencils, pens, crayons, markers
- construction paper, glue sticks, scissors

Activity:

- introduce the activity
- hand out materials

Students will choose to make a suitcase bookmark for Jimmy Little or for themselves. The student should first make a list of the things that Jimmy brings with him in the novel and then they should add other items that they feel would be helpful during a trip like the one that Jimmy is taking with Crab. Those items should not include weapons, drugs, alcohol, etc. and should be items that are important to you or your character.

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

Key Questions

1. Why does Crab want to go to Arkansas?
2. Do you think Jimmy should go back to New York?
3. How does Crab know Mavis?
4. Why does Frank make Jimmy nervous? Why is he glad that Frank is older than him?
5. Compare the characters Frank and Jimmy – how are they similar? How are they different from each-other? Which one do you identify with more? Does Crab seem to respect Jimmy or Frank more?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 61-62

“Jimmy went down the hall, pushed open the first door he got to, and saw that it was the bathroom. He closed the door behind him, locked it, and checked the money in his sock again. He thought of Mama Jean and realized that he didn’t even know how long he had been away from her. He had left in the evening. It was almost evening again. Two days. They were a long way from New York for only two days, he thought.”

EXTEND

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

Before you begin writing, brainstorm: Why does Jimmy keep thinking about Mama Jean? What do you think Mama Jean represents for Jimmy?

Write an informative paragraph about Jimmy’s relationship with Mama Jean. Feel free to write this paragraph from Jimmy’s perspective, using the first person point of view narrative. Do you think he should have left her to go with Crab? Is there anybody in your life that is special to you like Mama Jean is to Jimmy? Would you want to leave them? Why do you think Jimmy left with Crab? When you have finished writing, be sure to go over your work and edit it.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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 much money would Crab expect to make a night as a musician?

Depending on the talent of the musician and the venue in which he/she chooses to play in, a musician could expect to make anywhere from \$5 to \$800 dollars a night. If Crab were to make anywhere from 5-100 dollars a night, he and Jimmy would have a very difficult time making ends meet. However, if Crab were to make anywhere from 500+ dollars a night, he and Jimmy would be able to live comfortably.

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

coordination	flailed	composure	recesses	acknowledge
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READ

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

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

pp. 65-73

Setting	Characters	Pages
The gym	Frank, Crab, Jimmy	65-69
The street	Crab, Jimmy	69-70
The bus	Jimmy	70-73
The room	Jimmy	73

RESPOND

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

Students might mention:

- Jimmy and Crab watch Frank box.
- Crab tells Jimmy that he got a job and then sends Jimmy back to the room.
- Jimmy talks to a man on the bus.
- Jimmy arrives back at the room.

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

- Create an Open Mind Portrait for Crab – what do you think is going on in his mind? How would you feel if you were in his situation?
- Add anything you have learned to the KWL chart you have been maintaining under the “K” column. Is there anything you still want to know? Add it to the “W” column of your chart.

EXPLORE

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

After making a list of important things to bring in their suitcase, students will then make their suitcase bookmark. Students will make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half. Students can then either draw the items that they would take, or they can make them out of construction paper and glue them to the suitcase. The outside of the suitcase should also look like a suitcase.

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

Key Questions

1. Why does Frank try to get Jimmy to fight?
2. Why is Jimmy crying? Why does he get mad?
3. What does Jimmy want to ask Crab?
4. Why does Jimmy care if Crab likes him or not?
5. What do you think Jimmy learned from the man he talked to at the bus?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 70-71

“There were other things that he wanted to know, too. He wanted to know what kinds of things Crab had been thinking about in jail. Behind everything was the moment in the hall when he had first heard him speak. At the time Jimmy had been curious but he had been scared, too. Now the thought of it, the thought of him and Crab in the hallway, was like a shadow that darkened his memory, that filled him with dread and wonder and delight. His father had come from somewhere, from some place, from some other time when his mother had been alive, and when he had either been a baby or not yet born. Nothing had gone wrong in his life then; it had been a perfect time. He had simply been unaware of it.”

EXTEND

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

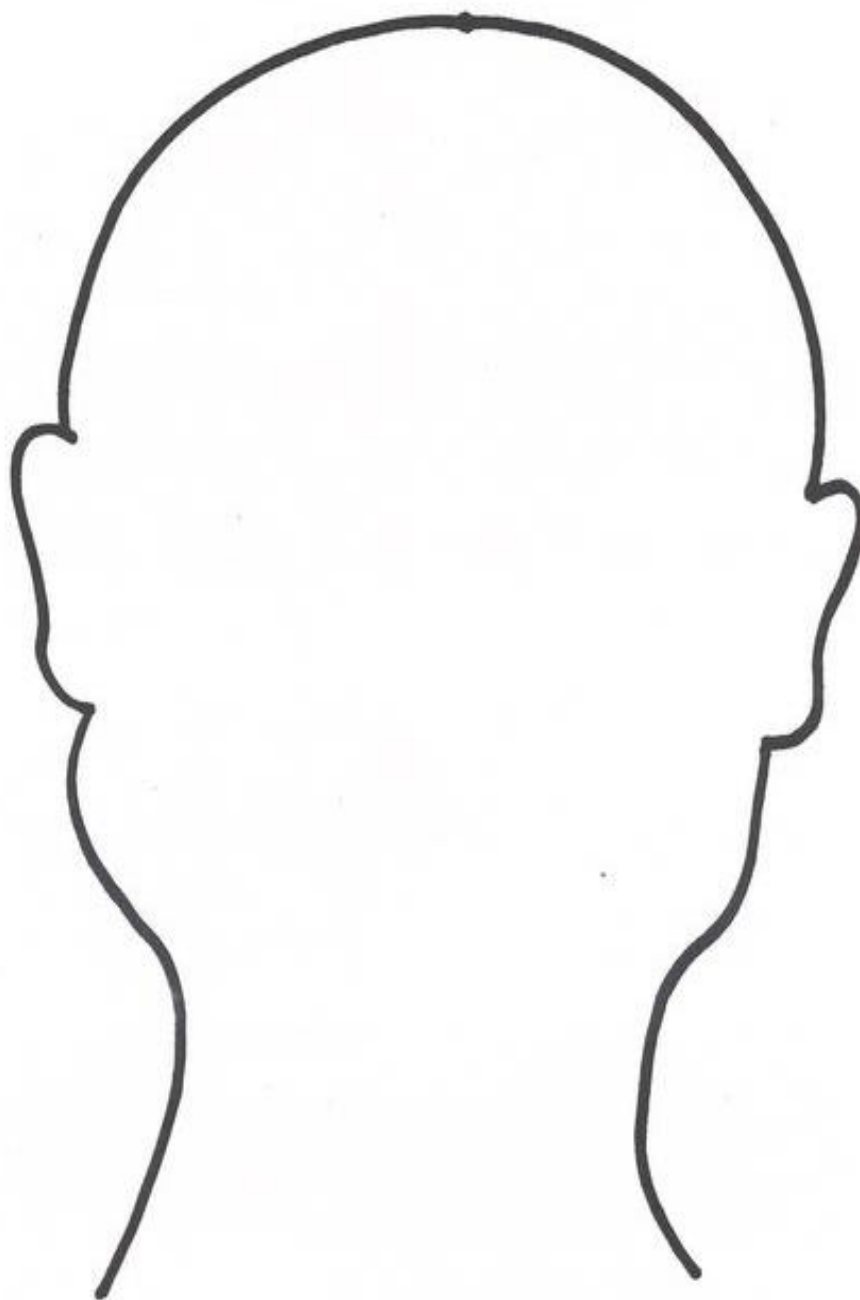
Before you begin writing, take some time to brainstorm: Jimmy always seems to be worrying about what Crab thinks about him. Do you recall a time when you were worried about what others thought about you?

Now, write an explanatory paragraph about why you think Jimmy is seeking Crab's approval. Is that a normal for a son to want from his father? Have you ever felt that you needed to prove yourself to another person? Why did you feel that way? Do you think Jimmy feels the same way that you did? Be as descriptive as possible in your writing – draw on personal experience as well as evidence from the text. Also, maintain a formal tone throughout your writing. When you have finished writing, go over your work and edit it.

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

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

Open Mind Portrait



Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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



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 Chicago different than New York?

Chicago is one hour 'ahead' of New York time (if it is 4pm in Chicago, it will be 5pm in New York); there are significantly more taxi cabs in New York than in Chicago, roughly 5,000 more cabs are in New York. There are two different styles of pizza that pervade each city- Chicago style pizza has a thicker crust than New York pizza – both cities claim to have the best pizza in the country. The cost of living in each city also differs – it is far more expensive to live in New York than Chicago.

2. Word Wall

conniption	scrawled	inverted	posturing	wince
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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. 74-86

Setting	Characters	Pages
Jimmy and Crab's room, Chicago	Jimmy	74-77
The store	Jimmy	77
The room	Jimmy, Doreen	78-81
Vernon's	Jimmy, Crab	81-83
The room	Jimmy, Crab	83-86

RESPOND

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

Students might mention:

- Jimmy goes to get something to eat.
- Jimmy thinks about Mama Jean.
- Jimmy calls Crab back and Jimmy finds out that Crab is sick.
- Jimmy goes to pick up Crab from Vernon's.
- Jimmy brings Crab back to the room.

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

- Add to the OMP you have been keeping for Crab. How do you think his expectations have been defied or met throughout the story so far?
- Add anything you have learned to the KWL chart you have been maintaining under the "K" column. Is there anything you still want to know? Add it to the "W" column of your chart.

EXPLORE

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

This exercise will help students to understand the characters in the story and the motivations of these characters.

Introduction: Each student will create a character profile for Mama Jean, Jimmy Little, and Crab.

Materials:

- Character profile chart
- introduce the activity

Each student will write Mama Jean's name in the box in the middle of the chart. Students will then think of four characteristics or traits that the character has. Then students will describe each trait or characteristic with a key word or phrase, and will write it down in one of the four boxes around the name. For each trait, the student will find two concrete examples in the text and will write them in the two boxes attached to each trait box.

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

Key Questions

1. What does Jimmy say about people who drink and use drugs?
2. Why doesn't Jimmy put his arm around Crab in the cab? What is stopping Jimmy?
3. Why doesn't Jimmy want to think about Crab dying? Why does he seem to be afraid of that?
4. Why does Crab say that he couldn't play the saxophone?
5. Do you think Jimmy is surprised by how sick Crab actually is?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 86

" 'I went out and listened to one group and they were smoking. Then Billy and his little trio came on and they just did the whole thing. Listening to that boy playing I knew I couldn't do nothing that came even close. Guy said he'd let me use his horn, and I couldn't even put my hand out to reach for it. Anything I could have been is gone. Got myself all aggravated. That's why my back started acting up.' "

EXTEND

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

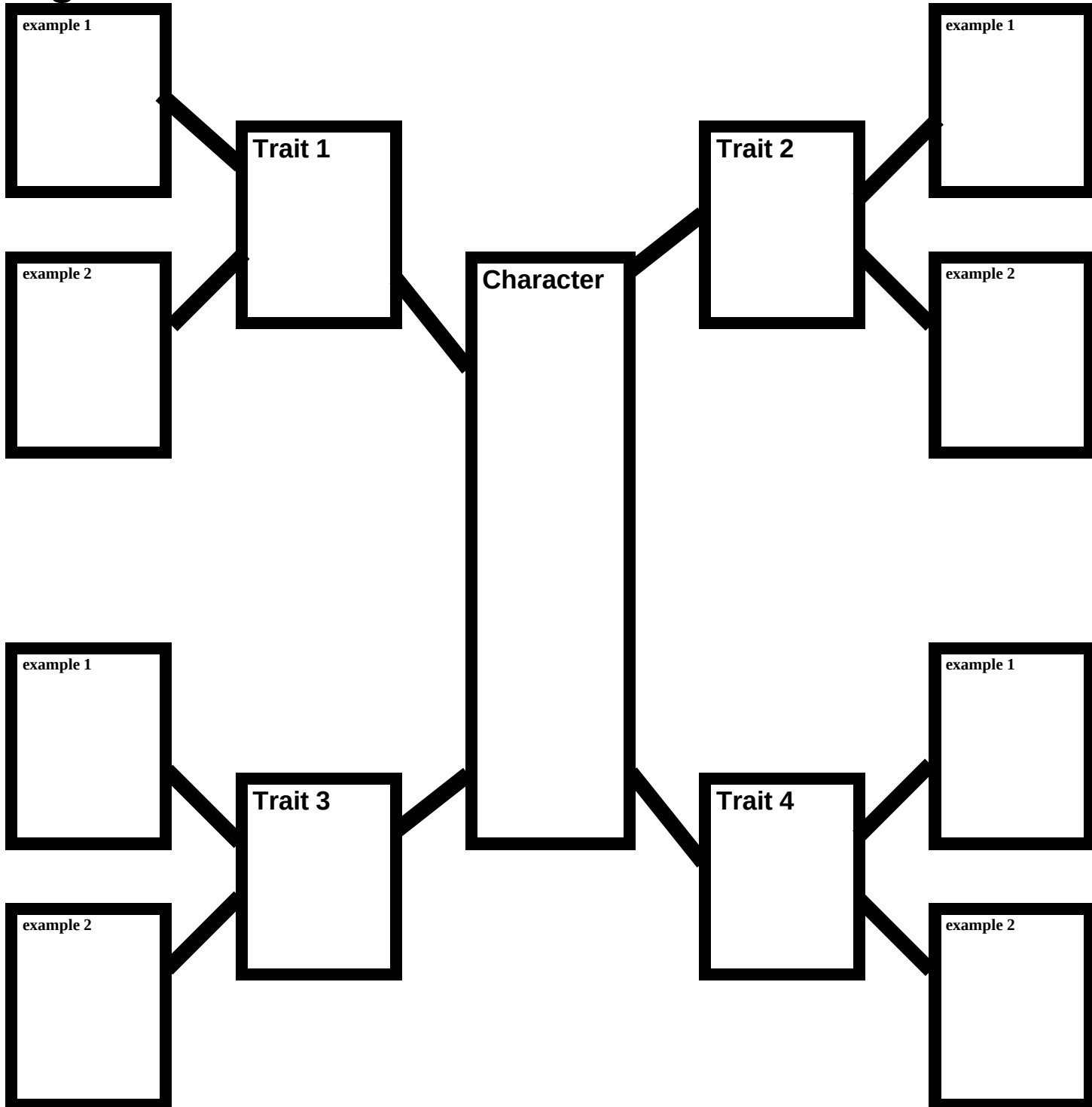
Before you begin writing, brainstorm: Why do you think Crab is so upset that he can't play the saxophone anymore? What does this inability to play symbolize for Crab? Have you ever found out that you had lost a skill or ability? How did you feel?

Write an informative paragraph about how Crab has been affected by his time in prison. Some details about Crab's life in prison are provided in the novel – however, many details are missing: use your imagination to fill in the gaps. Be creative as possible, provide rich details using simile, metaphor or analogy, and try to maintain a formal tone throughout your writing. How is his life different now than it used to be? What role does Jimmy play in Crab trying to get his old life back? Has there been a time in your own life when you tried to regain something that you had lost? Were you successful? Why or why not? Be sure to go over your work and edit it when you are done.

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

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

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, 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



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

What is aspirin?

Aspirin, or acetylsalicylic acid (ASA), is a salicylate drug, and is generally used as an analgesic (something that relieves pain without producing anesthesia or loss of consciousness) for minor aches and pains, to reduce fever, and also as an anti-inflammatory drug. Aspirin has also become increasingly popular as a preventative to blood clots from forming, and is usually given to patients immediately after a heart attack to prevent recurrence of cardiac tissue death.

2. Word Wall

gusting	marquee	livelier	aspirins
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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. 86-94

Setting	Characters	Pages
Crab and Jimmy's room	Crab, Jimmy	86-88
Coffee shop	Crab, Jimmy	88-92
Hotel	Crab, Jimmy	92-94
In the car	Crab, Jimmy	94

RESPOND

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

Students might mention:

- Crab and Jimmy get ready to go to Arkansas.
- Jimmy goes to get Crab aspirin.
- Crab rents a car with someone else's credit card.
- Crab and Jimmy leave Chicago.

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

- Revisit the OMP you made for Jimmy and update it. Has his attitude towards Crab changed? How so? What is he thinking and feeling at this point in the novel?
- Add anything you have learned to the KWL chart you have been maintaining under the "K" column. Is there anything you still want to know? Add it to the "W" column of your chart.

EXPLORE

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

Each student will write Jimmy Little's name in the box in the middle of the chart. Students will then think of four characteristics or traits that the character has. Then students will describe each trait or characteristic with a key word or phrase, and will write it down in one of the four boxes around the name. For each trait, the student will find two concrete examples in the text and will write them in the two boxes attached to each trait box

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

Key Questions

1. Why is it easier for Jimmy to be with Crab when Crab is hurt and feeling bad?
2. Is Jimmy making the right decision to stay with Crab?
3. Do you think Crab is trustworthy? Why or why not?
4. Why do you think Mavis and Frank don't come with Jimmy and Crab to Arkansas?
5. Do you think Crab will be able to prove his innocence once he gets to Arkansas?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 92

"He thought, if Crab didn't come back, he could call Mama Jean collect and she would find a way for him to get back to New York. He moved back closer to the building as the wind picked up and sent the rain under the marquee. He was surprised that he was worried about being left along in Chicago. He had never been afraid in New York. That was what his life was like. It was different now that it had been. He told himself that no matter what happened, even if Crab did leave and he couldn't call Mama Jean collect he wouldn't steal anything."

EXTEND

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

Before you begin writing, brainstorm: Why does Jimmy tell himself that he won't steal anything? Why is that important to Jimmy?

Then, pretend you are Jimmy. From his point of view, write an explanatory paragraph about your own morals and values. Why don't you want to steal anything? Does this have anything to do with Crab? What about Mama Jean? Do you have morals for yourself the same way that Jimmy has morals for himself? Be creative in your writing; use a simile, metaphor or analogy at least once in your paragraph to describe your morals. When you have finished writing, be sure to go over your assignment and edit your work.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, Day 10



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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 kinds of consequences do escaped prisoners face?

Escaping from prison – sometimes known as a prison break – is a serious offense with heavy consequences. Normally, when this occurs, an effort is made on the part of authorities to recapture them and return them to their original detainers. Escaping from prison is also a criminal offense in some countries e.g. America and Russia, and it is highly likely to result in time being added to the inmate's sentence, as well as the inmate being placed under increased security. Aggravating factors include whether or not violence was used.

Many prisons use security features such as motion sensors, CCTV, barred windows, high walls, barbed wire (or razor wire in some countries) and electric fencing to prevent escapes.

2. Word Wall

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

clutched	swerved	obediently	hares	waned
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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. 95-103

Setting	Characters	Pages
In the car	Jimmy, Crab	95-103

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 rental car gets a flat tire and Jimmy and Crab fix it.
- Jimmy asks Crab about Crab's father.
- Crab tells Jimmy about a hunting trip that he used to take with his father.

6. Map

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

- Add to the OMP you created for Crab; what do you think is going through his mind when he tells Jimmy about his father? What kind of feelings do you think these memories bring up?
- What have you learned from the reading today? Add anything new to your KWL chart.

EXPLORE

7. Activity

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

Each student will write Crab's name in the box in the middle of the chart. Students will then think of four characteristics or traits that the character has. Then students will describe each trait or characteristic with a key word or phrase, and will write it down in one of the four boxes around the name. For each trait, the student will find two concrete examples in the text and will write them in the two boxes attached to each trait box

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

Key Questions

1. Does Crab want to spend time with Jimmy to help Jimmy or to help himself?
2. Why does Crab explain to Jimmy why he broke out of jail?
3. Do you think that breaking the law like Crab did when he escaped from jail is ethical? Is there ever a good reason for disobeying the law? Provide an example. Remember that our theme for this novel is 'integrity requires wholeness.' Does Crab display integrity through his actions? Does Jimmy? Why or why not?
4. What did Crab's relationship with Mavis mean to him? Does his relationship with Jimmy mean the same thing?
5. Why does the distance between Mama Jean and Jimmy seem "impossible"? Is the distance only physical, or is it also a symbolic distance?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 102-103

"Jimmy wanted to ask Crab how his father had looked. He tried to imagine Crab as a boy, sitting next to his father. It was a hard thing to do, imagining an adult as a child. Looking at Crab in the car, as the day waned and the neon lights flashed against the sharp angles of his face, it was hard to imagine him as anything but what he was, a strange, dark man hunched over the wheel of a rented car.

After a while he felt himself going to sleep and gave in to it. He thought of Mama Jean, an impossible distance behind him. In front of him, somewhere in the darkness, lay Arkansas."

EXTEND

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

Before you begin writing, brainstorm: Do you think Crab is afraid of being like his father? Do you think Jimmy is afraid of being like Crab? Why or why not?

Then, write an informational paragraph using evidence from the text and from other informational sources that explains the relationship between fathers and sons in this book. To provide yourself with more concrete examples, feel free to conduct research using reliable online sources or authoritative print sources that provide details about the relationships between real-life fathers and sons. Why might Jimmy want to be different than his father? Do you think Jimmy will be a better person after he has met his father? Why or why not? When you have finished writing, be sure to go over your work and edit it.

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

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

Character Based Literacy Program Lesson Plan *Somewhere in the Darkness, Day 11*



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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 Memphis? How far is it from New York?

Memphis is located in Tennessee – it is in the southwestern corner of Tennessee and is the county seat of Shelby County. Memphis is the largest city in Tennessee, the largest city in the southeastern United States, and the largest city on the Mississippi. It is the 20th largest city in the United States. It has a humid subtropical climate, and is known for its cultural contributions to the American South.

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

suffocating	raspy	audible	calloused	shrugged
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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. 104-117

Setting	Characters	Pages
The car, Memphis	Jimmy, Crab	104-110
The car, towards Arkansas	Jimmy, Crab	110-111
Blue Light	Jimmy, Crab	111-117

RESPOND

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

Students might mention:

- Jimmy wakes up in the car.
- Jimmy wakes up Crab and they start driving towards Arkansas.
- Crab tells Jimmy about his childhood.
- Crab tells Jimmy to call Rydell and Jimmy does.
- Crab and Jimmy go to meet the conjure man.

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

- Add to the OMP you made for Jimmy – what is he thinking and feeling at this point in the novel? How has he changed since he beginning of the book?
- Add anything you have learned to the L section of your KWL chart. Is there anything you still want to know? Add it to the W section of the chart.

EXPLORE

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

This activity will help students to gain a greater understand of the events that take place in the novel.

Introduction: The students will complete this activity individually. Each student will create their own magazine layout about the events that are taking place in the novel. Students will create a front page for their magazine and will have five pages to cover what has been presented on their cover. Students may use authoritative print or reliable internet sources to research magazine covers in order to familiarize themselves with magazine cover formats.

Materials:

- construction paper and white printer paper
- butcher paper
- pens, pencils, markers, colored pencils, etc.

Activity:

- Explain the assignment to students.
- Hand out the materials

Each student will begin to work on their magazine layout. The student should image that they are a reporter following Jimmy and Crab on their trip. Today, students should begin to work on brainstorming their layout and the content of their article.

8. Discussion

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

Key Questions

1. Why is it weird for Jimmy to touch Crab?
2. Why does Jimmy want Crab to think that he can do things correctly? What does Jimmy have to prove to Crab?
3. What or who is the conjure man?
4. Why does Crab say that he has been waiting to correct Jimmy?
5. How is Arkansas different from New York or Chicago?

9. Analyze

Analyze the key paragraph.

Key Paragraph pg. 117

“ ‘Sometimes I wonder how we would have turned out if things had been different.’

‘Like what?’ Jimmy turned as they passed a mule that was all leather and angles.

‘Like if this little thing had happened, or that little thing,’ Crab said. ‘I don’t know. Maybe if I had the time to think before I got into trouble the same that I had after I got into trouble. Funny thing, they give you all that time in jail to think about your life. When you get out in the street and you can use the time you too buys hustling up a image you can deal with.’ ”

EXTEND

10. Write

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

Before you begin writing, brainstorm: What do you think Crab thinks it is to be a man? What does Jimmy think it is to be a man? Do they have the same definition?

Then, write an informational paragraph about how the characters define manhood. What do you think makes a man? Do you think that Crab is a good man? Do you think that Jimmy will be a good man? Are there any examples in your own life of what a man should be? Describe the characteristics that this person has, or imagine a person who has the characteristics, that makes him a good man. Use a simile,

metaphor or analogy to describe this person's qualities. When you have finished writing, be sure to go over your writing and edit it.

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

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

Character Based Literacy Program Lesson Plan ***Somewhere in the Darkness, Day 12***



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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

What is segregation? Who did it affect?

Segregation refers to the separation of racial groups in daily life. In the United States, housing, medical care, employment, education, and transportation were among the services that separated blacks and whites from one-another. After the monumental

Supreme Court case *Brown v. Board of Education*, racial segregation was officially declared unconstitutional in 1954. Many African American citizens were ostracized as a result of the racial segregation – and its residual effects – long after the *Brown v. Board* court case.

2. Word Wall

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

anxious	segregation	accusation	suspicious	recognition
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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. 118-129

Setting	Characters	Pages
Grocery store	Jimmy, Crab	118-119
Phone booth	Jimmy, Mama Jean	119-120
The soda shop	Jimmy, Crab	120-123
The car	Jimmy, Crab	123-127
Miss Mackenzie's house	Crab, Jimmy, Miss Mackenzie, Jessie	127-129

RESPOND

5. Timeline

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

Students might mention:

- Jimmy buys groceries for himself and Crab.
- Jimmy calls Mama Jean.
- Jimmy and Crab talk to a cop in the soda shop and he follows them when they leave.
- Jimmy and Crab get to Marion, Arkansas.
- Crab and Jimmy arrive at Miss Mackenzie's house.

6. Map

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

- Update the OMP you made for Crab; what is he feeling at this point in the reading? Have his inner thoughts or feelings changed since the beginning of the novel? If so, how have they changed?
- Have you learned anything from today's reading? If so, add it to your ongoing KWL chart.

EXPLORE

7. Activity

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

Today each student should begin to work on the cover for their magazine. Each student should consider what they want to present on their cover, including pictures. Students should remember that the cover will be showing what the content of the magazine will be. Students can consult authoritative print or online resources to gain research and ideas as to what actual magazines report on.

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

Key Questions

1. Why does Jimmy show Crab the money that Mama Jean gave him?
2. Do you believe that Jimmy is starting to trust Crab more than he did at the beginning of the novel? Why or why not?
3. Why does Crab tell Jimmy about the segregation that he faced when he was younger?
4. Why does Crab say that dreams of the city are “white folks’ dreams”?
5. Why does Jesse remind Jimmy of his mother?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 125

“For a while Jimmy had thought that he was beginning to know Crab, He has liked sitting with him in the car, just the two of them, talking about things that Crab had done years before. He had liked it when Crab was right about what the policeman was going to do, too. In a funny way he had even liked it because Crab was hurting. Now, as the miles droned by, they were right where they had been before. Crab was a stranger, and here, far away from Mama Jean and home, so was he.”

EXTEND

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

Before you begin writing, brainstorm: What is Jimmy learning by traveling with Crab? What is he learning about himself? What is he learning about his family and his history? What is he learning about the United States? Write an informational paragraph about all of the things that Jimmy is learning about on his journey with Crab. Be as detailed as possible in your writing; maintain a formal tone throughout the paragraph. Do you think this knowledge will change him? Have you ever had an experience that changed you the way that this experience might change Jimmy? When you have completed the assignment, go over your work and revise it.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, Day 13



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

1. Background 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 the North different from the South, culturally and historically?

There are several historical and cultural differences between the northern and southern US states. One of the defining differences between the North and South is the practice of slavery and it way that it was viewed. The South was an agricultural society, deriving its wealth from the production of cotton, tobacco, rice, sugar and hemp on plantations worked by black slaves.

The Northern states had a more urban, industrialized economy and as time passed Northerners became more and more unwilling to condone what they felt to be the evil of slavery in the South.

2. Word Wall

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

enamel	improbably	eerie	tinny	annoyance
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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. 130-140

Setting	Characters	Pages
Conjure man's house	Jimmy, Crab, High John	130-136
Miss Mackenzie's house	Jimmy, Crab, Miss Mackenzie	136-140

RESPOND

5. Timeline

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

Students might mention:

- Jimmy and Crab go to the conjure man's house.
- High John tries to cure Crab.
- Jimmy and Crab return to Miss Mackenzie's house.
- Jimmy and Crab go to sleep.
- Jimmy wakes up and hears Crab crying in his sleep.

6. Map

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

- Update the OMP you made for Crab, and revisit the OMP you created for Jimmy – what are each characters thinking and feeling throughout the events of today's reading?
- Have you learned anything from today's reading? Is there anything you still want to know? Update your KWL chart, adding the information you have learned and the information you still want to know.

EXPLORE

7. Activity

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

Today each student should begin to work on the inside pages of their magazine. The students should decide on a main idea for each of the pages, while remembering that each page must relate back to the cover. The first page of the magazine should introduce the basic facts about the story (the setting and characters). Students can conduct research online or using authoritative print sources in order to get an idea of what an actual magazine format looks like.

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

Key Questions

1. Why does High John say that it is good that Crab brought Jimmy?
2. Do you think High John will be able to cure Crab? Why or why not?
3. Why is Jimmy so shocked by the outdoor bathroom?
4. Why does Jimmy think about the kids from his class in New York?
5. Why is Jimmy so disturbed by Crab's crying? Does this complicate Jimmy's idea of what a man is?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 138

"Jimmy thought he was going to be sacred, but he wasn't. He was tired, though. His legs were aching. Before he fell asleep he thought of Mama Jean, then he thought of some of the kids in his class. He wondered what they had said when he had stopped coming to school. Probably just thought he was a dropout or something."

EXTEND

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

Before you begin writing, brainstorm: Why do you think that Crab goes to the conjure man instead of a doctor to try to cure his ailments? How is the conjure man different from a regular doctor? How does this difference represent a cultural difference between the North and the South?

Then, taking all of this information into account, write an explanatory paragraph that describes the different worlds that Jimmy has experienced on his journey. How does Jimmy feel about the conjure man? Which 'world' does Jimmy feel connected to the most? Use details from the book to draw your own conclusions from. Maintain a formal tone throughout your writing, and be sure to use a simile, analogy or metaphor to make your point clear.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, Day 14



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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

ELA/History/Social Studies Outcomes

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

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

PREPARE

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



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 Marion, Arkansas different from cities like New York City?

In general Arkansas is quite different than New York – it is more rural than New York, with mountains and wooded areas. It is the 32nd most populous state in the US, while New York is the third most populous state. Arkansas is home to many important cultural and historical contributions, however it is often stereotyped as a “poor banjo-picking hillbilly state.”

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

scorch	frail	erratic	taunting	barren
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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. 141-154

Setting	Characters	Pages
Miss Mackenzie's house	Jimmy, Crab, Miss Mackenzie, Jesse, Rydell	141-150
The creek	Jimmy, Crab	150-154

RESPOND

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

Students might mention:

- Crab tells Jimmy he wants him to go with him to Rydell's.
- Rydell comes to Miss Mackenzie's to talk to Crab.
- Crab and Rydell talk about the armored car incident.
- Crab takes Jimmy to the creek.

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

- Update the OMP you made for Jimmy – what is going on in his mind during today's reading?
- Have you learned anything from today's reading? Is there anything you still want to know? Update your KWL chart, adding the information you have learned and the information you still want to know.

EXPLORE

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

Today each student should continue to work on the inside pages of their magazine. The students should decide on a main idea for each of the pages, while remembering that each page must relate back to the cover. The first page of the magazine should introduce the basic facts about the story (the setting and characters). Students can conduct research online or using authoritative print sources in order to get an idea of what an actual magazine format looks like.

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

Key Questions

1. Why isn't Jimmy afraid of Crab anymore?
2. Why does Jimmy think that Crab and Rydell look like dangerous men?
3. Why does Jimmy want to know about Crab's mother and his childhood?
4. What does Crab mean when he says that he had prison dreams even before he went to prison?
5. Do you think Jimmy will grow up to be like Crab? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 153

"Maybe, he thought, what he had been thinking was like what Crab had been dreaming, just prison dreams. He had been thinking, since that moment in the hall when he had first seen him, his mind racing wildly through scenes of family and wholeness, that maybe something magical would happen. It wouldn't have been walking off into the sunset. It would have been about him and Crab together and knowing something special that could never be forgotten.

EXTEND

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

Before you begin writing, brainstorm: Does Crab want Rydell to tell the truth so that he will be legally innocent or because he wants Jimmy to know that he's innocent? Which is more important?

Then, write an informational paragraph about Crab's motivations for proving his innocence. Do you think he is more worried about going back to prison, or if Jimmy believes that he is innocent? Why might this be important to Crab? How is this showing integrity? Wholeness? Explain using a simile, metaphor or analogy to make your point clear.

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

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

Character Based Literacy Program Lesson Plan

Somewhere in the Darkness, Day 15



Outcomes for Today

Reading Outcomes

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

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

Writing Outcomes

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

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

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

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.

Jimmy suffers quite a loss in today's reading – what are the five stages of grief one could expect him to be going through?

There are five universally held stages of grief that are recognized by psychologists: the first stage is denial and isolation. Then comes the second stage – anger. One experiences anger that the loved one has died. The third step is bargaining; the one grieving feels a need to regain control over the situation by bargaining. The fourth stage is depression, which is characterized by sadness and regret. The fifth and final stage of grief is acceptance: this phase is characterized by withdrawal and calm.

2. Word Wall

gurgle	parched	tension	bore	lingered
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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. 154-168

Setting	Characters	Pages
The creek	Crab, Jimmy, Jesse	154-159
Railroad crossing	Crab, Jimmy	159-161
The hospital	Crab, Jimmy, the nurse	162-165
The train	Jimmy	166-168

RESPOND

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

Students might mention:

- Jimmy and Crab have an argument.
- Rydell comes back with policemen to take Crab.
- Crab and Jimmy go to the railroad crossing.
- Crab leaves, but two cars pull up and stop him.
- The police take Crab to the hospital, and Crab dies.
- Jimmy takes the train back to New York.

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

- Update the OMP you have been maintaining for Crab one last time -what do you think he is feeling right before his death? Then, revisit the OMP you have created for Jimmy and update it – what is he thinking and feeling after Crab dies? How does he feel when he is journeying back to New York?
- What have you learned from this novel? Add it to your KWL chart. Has this book left you with any questions? What are they? Add them to the KWL chart.

EXPLORE

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

Today each student should complete their magazine. Once the cover and the inside pages are complete, the students should bind all of the pages together. Then the students should share their magazines with the rest of the class so that they can gain different perspectives on the story.

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

Key Questions

1. Why is Jimmy so upset with Crab stealing? Do you agree with Jimmy? Why or why not?
2. What does Jimmy mean on page 158 when he says that he is running to catch the shadow?
3. Why does Rydell call the police on Crab?
4. Why does Jimmy finally call Crab “Daddy”?
5. Why did Crab tell Jimmy that he is sorry? What do you think he is sorry for?
6. Do you think Crab achieved what he wanted to?
7. Do you think Crab smiled or laughed at Jimmy before he died?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 167

“Jimmy had thought about having a child. It seemed so far off, like something that could never happen, but somehow would. He thought about what he would do with the child if it were a boy. He wouldn’t know much about getting money to buy food for him, or what things to tell him to do except to be good and not to get into trouble. But he would tell him all the secrets he knew, looking right into his eyes and telling him nothing but the truth so that every time they were together they would know things about each other. That way there would be a connection, he thought, something that would be there even when they weren’t together. He would know just how he was like his son, and how they were different, and where their souls touched and where they didn’t. He knew if he ever had a son he would have to do it right away, and all the time, because sooner or later there wouldn’t be enough days left to fit meaning in.”

EXTEND

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

Before you begin writing, brainstorm: Did Jimmy ultimately make the right decision about going with Crab? What do you think will happen to Jimmy now? Has this experience impacted him positively or negatively?

Next, write an explanatory paragraph predicting how you think this experience will change Jimmy. Do you think he will have a different view of the world now that he has met his father? What did Crab show Jimmy while they were together? Explain your reasoning using sophisticated language and evidence from the text. Try to use at least one metaphor, simile or analogy in your paragraph. When you have finished writing, revise your work.

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

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