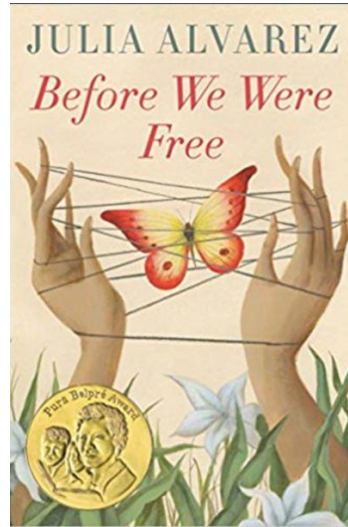


## *Before We Were Free*



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Author Julia Alvarez

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Genre Historical fiction

Synopsis Anita de la Tóree celebrates her twelfth birthday during a turbulent time in the Dominican Republic. Trujillo's dictatorship and the secret police terrorize family members and friends. Through her diary, Anita recounts her daily life and the struggles of those who fight for freedom.

Themes Civil Rights; Resilience; Latino American.

# Character-Based Literacy Program 90-Minute Lesson Plan

## *Before We Were Free, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### Test Your Knowledge about The Dominican Republic in the 1960s

**Location:** Caribbean, West Indies

**Climate:** Tropical

**Neighboring country:** Haiti

**Population:** Three million people. Less than 50,000 are foreign-born. More than two million people were classified as peasants.

**Language:** Spanish

**Government:** Dictator General Rafael Trujillo led an oppressive regime. The government successfully reduced the country's foreign debt. However, it limited civil rights and murdered thousands of civilians for their political views.

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

|           |                |              |            |           |
|-----------|----------------|--------------|------------|-----------|
| phony (3) | Benefactor (4) | compound (5) | consul (6) | omen (11) |
|-----------|----------------|--------------|------------|-----------|

## READ

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

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

Look at the front and back cover, and then make predictions about what you will be reading throughout this unit.

**Read Chapter One: “The Eraser in the Shape of the Dominican Republic” (pp. 1–12)**

| Setting                | Characters                                                                                                     | Pages |
|------------------------|----------------------------------------------------------------------------------------------------------------|-------|
| School                 | Mrs. Brown, Anita, Carla, Joey Farland, Charlie Price, Oscar Mancini, Tía Laura, school principal, classmates. | 1–4   |
| Driving home           | Anita, Carla, Sandi, Yo, Tía Laura, Papi.                                                                      | 4–5   |
| García house           | Mami, Lucinda, Mundín, Chucha, Fifi, Anita, Carla, Sandi, Yo, Tía Laura, Papi, Mr. Washburn.                   | 5–9   |
| Compound/Anita’s house | Porfirio, Chucha, Papi, Mami, Lucinda, Mundín, Anita.                                                          | 9–12  |

## RESPOND

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

Students might mention:

- Anita and her cousin Carla attend an American school and are asked to be Indians in their classroom celebration of Thanksgiving.
- Tía Laura excuses Anita and Carla from school and the family returns to their home.
- Carla and her sisters learn they are going to New York and leave with their mother and Mr. Washburn.
- Chucha moves in with Anita’s family, and Anita is saddened by her cousin’s departure.

**Map** your knowledge of events and characters' point of view.

---

**Identify the main event in today's reading selection.**

**Step One:** Fill out the K [know] column: what do you know about the event? How did Anita feel about the event?

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

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

1. Given what you know, what would you like to know?
2. Write your learning goals concisely?

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

1. After discussing with your group or conducting your independent study, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely.

## EXPLORE

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

---

Using a computer or encyclopedia, look up the Dominican Republic on a map. Locate the Capital city and research a few famous locations, such as Basilica Cathedral of Santa María la Menor.

Merengue is a genre of music native to the Dominican Republic. Using a computer or CD, play Merengue music. Notice how the music makes you feel. What is your reaction to the music?

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Why might Anita's school celebrate American holidays and have American students?
2. Why do you think Yo chose to bring the snow globe with her?
3. What will be different for Anita now that she lives with a nuclear family?
4. What differences can you identify between the character's cultures and your own?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 6**

*“Where’s Papi?” Yo asks. She and I are the Oscars of our family, always asking questions. But I don’t always get to ask mine when Yo is around.*

*A look passes from one adult to another as if they are playing musical chairs with their eyes, trying to decide who’ll be the one stuck answering Yo’s question. Finally, Papi speaks up. “He’ll be waiting for you at the airport.”*

**EXTEND**

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- The García girls are permitted to bring one item with them on their move to the United States. How might a person decide on their one item? What might a person consider when making their choice? What would you bring if you were in their place?

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

---

## Expanded KWL Chart

| KNOW  |                  | Want to Know |                  | Learned |                  |
|-------|------------------|--------------|------------------|---------|------------------|
| Event | Anita's Feelings | Event        | Anita's Feelings | Event   | Anita's Feelings |
|       |                  |              |                  |         |                  |

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### Who Were Las Mariposas?

Patria, Minerva, Maria Teresa, and Dedé Mirabal were sisters who lived in the Dominican Republic. The sisters opposed the dictatorship of Rafael Trujillo; and Patria, Minerva, and Maria Teresa were active in the organizations that resisted Trujillo's regime. The sisters became known as Las Mariposas. Patricia, Minerva, and María Teresa formed a resistance group called the Movement of the Fourteenth of June. They distributed pamphlets to educate people about current events. Also, they obtained supplies to use when it was time to openly revolt. Patricia, Minerva, and Maria Teresa were assassinated on November 25, 1960. Although she did not support the

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dictatorship, Dedé was not active in resistance groups. The death of the three Mirabal sisters sparked outrage and encouraged more people to resist Trujillo.

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

|            |               |              |             |                  |
|------------|---------------|--------------|-------------|------------------|
| wanly (14) | tromping (16) | colicky (17) | cooped (19) | proposition (21) |
|------------|---------------|--------------|-------------|------------------|

## READ

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

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

### Read Chapter two: “¡Shhh!” (pp. 13–25)

| Setting             | Characters                                                                         | Pages |
|---------------------|------------------------------------------------------------------------------------|-------|
| Anita’s house       | Anita, Papi, Mami, Ursulina, Porfirio, Chucha, Mundín, Lucinda, SIM, Mr. Washburn. | 13–22 |
| Around the compound | Anita, Sammy, Mrs. Washburn.                                                       | 22–25 |

## RESPOND

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

Students might mention:

- SIM agents search Anita’s house and the compound for the García family. SIM agents watch the house and follow Papi when he goes to work.
- Anita tries to gather information from her family members. Lucinda hesitantly explains why the SIM are there and that El Jefe is a dictator.
- Mr. Washburn and his family move into the García home. SIM cars leave the compound.

**Map** your knowledge of events and character’s point of view.

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in the previous chapter.

## EXPLORE

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

---

Yesterday you were asked to look up pictures of the Dominican Republic. Today, choose one of the images you looked at and draw it. For example, you can draw a picture of Santo Domingo, the capital city, as it looked in 1960.

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. In what ways do the SIM officers impact the lives of Anita and her family?
2. Why do you think Anita's family is hesitant to answer her questions?
3. What supports Sammy's idea of Anita's family being rich? Does Anita seem to agree with his statement?
4. How is Anita beginning to see things in a new way?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 18**

*"Anita, por favor," Mami pleads, collapsing in a hall chair. She leans forward and whispers in my ear, "Please, please, you must stop asking questions."*

*"But why?" I whisper back. I can smell her shampoo, which smells like coconuts in her hair.*

*"Because I don't have any answers," she replies.*

## EXTEND

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Anita's family is hesitant to tell her what is happening with her family and the SIM agents. What are the pros and cons of not telling Anita what is going on? Do you think they should be completely honest with Anita? Why or why not?

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

## PREPARE

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

### What is an embargo?

An embargo is an official ban of trade or commercial activity with a particular country. Embargos vary in the specificity of the banned trade items and the duration of the ban. Embargos can be placed for reasons such as health or labor practices; but they are usually created because of unfavorable political circumstances. If one country commonly trades goods with another, but begins to disagree with that country's political climate, then the country may decide to stop trading with them as a sign of their lacking support.

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

|                 |                 |                |            |               |
|-----------------|-----------------|----------------|------------|---------------|
| standstill (28) | Ambassador (34) | consulate (34) | eerie (40) | shrouded (41) |
|-----------------|-----------------|----------------|------------|---------------|

## READ

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

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

### Read Chapter three: “Secret Santas” (pp. 26–41)

| Setting          | Characters                                                             | Pages |
|------------------|------------------------------------------------------------------------|-------|
| Anita’s house    | Anita, Mami, Lucinda, Papi, Mundín, Sammy.                             | 26–29 |
| School           | Anita, Sammy, Mrs. Brown, Nancy, Amy, Oscar, classmates.               | 30–33 |
| Anita’s house    | Anita, Mami, Papi, Lorena                                              | 33    |
| School           | Anita, Sammy, Mrs. Brown, Nancy, Amy, Oscar, Joey Farland, classmates. | 33–34 |
| Anita’s house    | Anita, Sammy, Chucha, Papi, Mami                                       | 34–36 |
| Mercado/ Wimpy’s | Anita, Mami, Papi, Monsito, Chucha                                     | 37–39 |
| Anita’s house    | Anita, Mami, Lucinda, Papi, Mundín, Washburn family, Mancini family.   | 39–41 |

## RESPOND

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

Students might mention:

- Anita, Lucinda, and Mundín return to school.
- Anita learns about events occurring within her family, her community, and the nation.
- Anita realizes that a lot of people around her are keeping secrets.

**Map** your knowledge of events and character's point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

## EXPLORE

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

---

Today, you have read about Anita's Christmas present. Anita chose a diary as a present.

Starting today, you will practice writing in a diary. We will work as a class to set privacy rules for every student's diary.

Your diary should provide a safe space to practice self-reflection. You can use words, illustrations, or a mix of language and art. You may use any art supplies you have available.

There is no right or wrong way to create this diary.

You may use a notebook or stapled pages.

**Today's prompt:** Reflect on the concept of secrets and the different kinds of secrets that people may have. **Use a pencil to write or draw in your journal today.**

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Are there instances when it is safer not to say the truth?
2. Did Anita choose a wise course of action by not telling Sammy what happened to the coffin?
3. Whose arguments were more convincing about the Secret Santa activity? Why?
4. Why do you think Anita does not tell anyone about the light in Tío Toni's casita?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 37**

*Papi always says that we need a government that will give these children a chance, like the one the United States has. "Education is the key! Who knows if one of those little tiguieritos in the mercado isn't an Einstein or Michelangelo or maybe even a Cervantes!" Mami hushes him with her usual "No flies fly into a closed mouth, Mundo" But her face is fierce with pride, as if Papi is a hero for saying what he thinks.*

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## EXTEND

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words).  
Provide evidence from the text, and use as many details as possible.

- Anita is faced with the dilemma of telling the truth or lying about why she has missed school. Write a paragraph about the responsibility to be safe and the responsibility to be honest, and how you would choose between the two when they conflict.

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

## PREPARE

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

### What is a dictatorship?

A dictatorship is a form of government that is characterized by a single authoritarian leader. The leader has ultimate power and does not have constitutional limits or other political entities to regulate it. A dictator commonly has a strong personality and uses fraud, intimidation, fear, and the suppression of civil freedom to maintain their position. A dictator may also utilize propaganda to maintain public support.

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

|                      |                             |                 |                 |                  |
|----------------------|-----------------------------|-----------------|-----------------|------------------|
| inauguration<br>(43) | diplomatic immunity<br>(44) | embassy<br>(47) | Amnesty<br>(47) | scraggly<br>(53) |
|----------------------|-----------------------------|-----------------|-----------------|------------------|

## READ

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

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

### Read Chapter four: “Disappeared Diary” (pp. 42–53)

| Setting                     | Characters                                                                      | Pages |
|-----------------------------|---------------------------------------------------------------------------------|-------|
| Anita’s house               | Anita, Sammy, Papi,                                                             | 42–43 |
| Farland house               | Anita, Papi, Wimpy, Mr. Washburn, Joey                                          | 43–44 |
| Anita’s house/ the compound | Anita, Mami, Mrs. Washburn, Lorena, Lucinda, Mrs. Mancini, Oscar, Sammy, Chucha | 44–53 |

## RESPOND

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

Students might mention:

- Anita uses writing in her diary as a way to process the events that occur around her, and to process her feelings and ideas.
- Oscar educates Sammy and Anita on current events he knows about.
- Anita’s mother asks her not to write in her diary for a while.

**Map** your knowledge of events and character’s point of view.

Please add one or two responses per column in the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

## EXPLORE

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

---

Today you are going to erase what you wrote in your diary for Day 3. As you erase, notice what thoughts and feelings come up for you. How did Anita feel when she erased her journal? Write about the experience of having to erase diary pages. *If you did not use a pencil, carefully remove the pages from the journal and throw the page away.*

**Note:** You will not be asked to erase any future pages.

**Today's prompt:** How did it feel to erase your words and ideas? How can this experience relate to ideas about silencing and censorship?

### Optional Activity: Making an Invisible Message

Before beginning, think about the messages characters in *Before We Were Free* would like to send to each other. Try one of the following two options for sending invisible messages. Reflect on the role of information security in a revolution. What does information security look like today, in the internet era?

#### Option 1

##### Supplies

2 tablespoons Lemon juice (or half a lemon) mixed with a few drops of water  
Cotton swab or small paint brushes  
White paper  
A hot lamp

##### Method

Put the lemon juice 'ink' in a small bowl. Dip the cotton swab or brush into the 'ink' and use it to write a message on the white paper. Let it dry. Once the 'ink' is dry, hold the paper up to the lamp so the paper gets hot. When the paper is hot enough, the message will appear.

#### Option 2

##### Supplies

White crayon  
Watercolor paint and brush  
White paper

##### Method

Use the white crayon to write a message on the white paper. Paint over the page with the watercolor paint to reveal the message.

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Why won't the Dominican Republic sell invisible ink?
2. What are the differences between the elections in the United States and those in the Dominican Republic?
3. What evidence supports the idea that it is good to ask a lot of questions?
4. Why do you think Anita is unsure if she would tell her mother personal information? What has changed?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 48**

*We are free! I want to cry out. But thinking about how the SIM raided our property, how Tío Toni had to disappear, how I have to erase everything in my diary, I know that Oscar is telling the truth. We're not free—we're trapped—the Garcías got away just in time! I feel the same panic as when the SIM came storming through our house.*

### **EXTEND**

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- What are the ethical ramifications of censorship? Who might be hurt by censorship?

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### Who were the SIM agents?

SIM stands for the Servicio de Inteligencia Militar, which translates to Military Intelligence Service. The SIM agents were used to maintain control during later years of Trujillo's dictatorship in the Dominican Republic. Once Trujillo was no longer in power, the SIM was ended.

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

|              |                   |               |              |            |
|--------------|-------------------|---------------|--------------|------------|
| shudder (54) | commiserates (56) | pardoned (59) | bearing (62) | weary (64) |
|--------------|-------------------|---------------|--------------|------------|

## READ

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

---

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

---

### Read Chapter five: “Mr. Smith” (pp. 54–64)

| Setting                     | Characters                                                                  | Pages |
|-----------------------------|-----------------------------------------------------------------------------|-------|
| Anita’s house               | Anita, Sam, Lucinda, Susie                                                  | 54–55 |
| Susie’s house               | Anita, Lucinda, Susie                                                       | 55–56 |
| Anita’s house/ the compound | Anita, Washburn family, Lucinda, Mami, Tío Toni, Mundín, Mami, Papi, Lorena | 56–62 |
| Tío Toni’s <i>casita</i>    | Anita, Papi, Tío Toni                                                       | 62–63 |
| Washburn’s house            | Anita’s family, Washburn family, Mancini family, party guests, Mr. Smith    | 63–64 |

## RESPOND

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

---

Students might mention:

- The family houses and compound are cleaned and prepared for Susie’s *quinceañera*.
- Anita’s house is searched for bugs and Lorena is suspected of being a spy.
- Mr. Smith arrives at Susie’s party, causing Tío Toni to flee.

**Map** your knowledge of events and character’s point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

## EXPLORE

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

---

**Today’s prompt:** What does Susie’s party look like? How is her party similar or different to a special event you have attended? Fill the page with words or images that represent aspects of a special event.

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Why was it important for members of the consul to be invited to the party?
2. How are familial rules and expectations changing for Anita?
3. Why is it important for Anita that she acts with bravery like Joan of Arc?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 58**

*Mami hushes them both with her eyes. We have to be careful of being overheard by someone on the SIM secret payroll. Lorena was recently caught 'cleaning' the desk drawers in Papi's study.*

*Papi and Tío Toni are so brave. It makes me want to be like Joan of Arc, a courageous girl who heard heavenly voices. But unfortunately, unlike Saint Joan, I've yet to hear a voice tell me what I can do to help my suffering country.*

## **EXTEND**

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- What are cultural, societal, or familial events that make you feel that you are becoming a young adult? What are pros and cons to these coming of age events? Reflect on age-based events such as a quinceañera or bar mitzvah, and familial events such as learning to drive or getting a first job.

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

## PREPARE

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

### What is a visa?

A visa is an official document added to a passport that grants a person access to enter, leave, or stay in a country. A visa can be for short term things such as work, travel, or medical care; or they can be for long term stays in cases of immigration.

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

|            |                    |               |                  |              |
|------------|--------------------|---------------|------------------|--------------|
| spite (66) | superstitious (66) | disarray (70) | consolation (71) | divulge (74) |
|------------|--------------------|---------------|------------------|--------------|

## READ

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

---

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

---

### Read Chapter six: “Operation Maid” (pp. 65–76)

| Setting                     | Characters                                                                  | Pages |
|-----------------------------|-----------------------------------------------------------------------------|-------|
| Anita’s house               | Anita, Mami, Papi, Lorena, Lucinda, Susie, Mrs. Washburn, Tío Toni, Mundín. | 65–71 |
| Lorena’s bedroom            | Lorena, Anita                                                               | 71–73 |
| Chucha’s room/ the compound | Chucha, Anita                                                               | 73–75 |
| Anita’s house               | Mr. Washburn, Anita, Lucinda, Mami, Chucha                                  | 75–76 |

## RESPOND

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

---

Students might mention:

- Lucinda receives a bouquet of roses from El Jefe.
- Papi, Tío Toni, and Mr. Washburn discuss a plan for Lucinda to accompany Susie to Washington.
- Anita and Chucha set up a scene to frighten Lorena so she quits her position at the compound.

**Map** your knowledge of events and character’s point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

## EXPLORE

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

---

**Today's prompt:** What is a healthy lifestyle?

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Do Mami's moral principles change when she receives threats? If so, how?
2. Why does Anita want to keep her menstruation a secret from her mother?
3. Why does Anita want to go back to eleven rather than forward to thirteen?
4. Why do people censor what they say when Anita is present?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 75**

*I admit I feel mean participating in this scheme—but I also understand that our lives are in danger. A tip from Lorena could wipe us out. It's so unfair to live in a country where you have to do stuff you feel bad about in order to save your life. It's like Papi and Tío Toni planning to assassinate Mr. Smith when they know that murder is wrong. But what if your leader is evil and rapes young girls and kills loads of innocent people and makes your country a place where not even butterflies are safe? I feel sick to my stomach all over again just thinking about all this.*

### **EXTEND**

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Anita and Lucinda both face a situation that causes them to make choices they think are right for their health and wellbeing. Reflect on ways you can show yourself respect and kindness, and ways you evaluate if something is healthy for you.

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

## PREPARE

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

### What is a curfew?

A curfew is a rule, mandate, or law for people to return home before a given time. Sometimes a curfew can be placed for minors as a safety measure, and other times it can be placed on all residents as a means to maintain public order. Example wording of a curfew is "You are not allowed in a public place, a place open to the public, or on the street unless...".

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

|                |              |                    |                 |             |
|----------------|--------------|--------------------|-----------------|-------------|
| lingering (77) | coaxing (79) | corresponding (83) | dissidents (85) | Jolted (89) |
|----------------|--------------|--------------------|-----------------|-------------|

## READ

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

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

### Read Chapter seven: “Lying Policemen” (pp. 77–89)

| Setting                | Characters                                                         | Pages |
|------------------------|--------------------------------------------------------------------|-------|
| Leaving home           | Papi, Mami, Anita, Lucinda, Mundín, Sam                            | 77    |
| Driving to school      | Papi, Anita, Mundín                                                | 77–78 |
| School                 | Mrs. Brown, Anita, Sam, Charlie Price, nurse, Mami                 | 78–79 |
| Anita’s bedroom        | Anita, Chucha, Mundín, Papi, Mami, Tío Toni, men at the meeting    | 80–85 |
| Anita’s house          | Anita, Mami, Chucha, Mrs. Washburn, the canasta group, Sam, Mundín | 85–87 |
| Drive to Oscar’s house | Mr. Washburn, Anita, Sam, Mundín, driver, two policemen            | 87–89 |

## RESPOND

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

Students might mention:

- Mrs. Brown announces that the school will be closing.
- Anita goes home sick and overhears her father and the men discussing a delivery.
- Anita feels as if she is losing her ability to speak.
- Mr. Washburn’s car was hit by another driver and sacks of guns were seen in the trunk of his car by the responding officer.

**Map** your knowledge of events and character's point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

## EXPLORE

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

---

**Today's prompt:** Anita is comforted by her crucifix. Think of a symbol that you feel comforted or protected by. Fill your page with this symbol. Write or draw reasons why it gives you comfort.

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. What emotions are impacting Lucinda's rash, Mundín's nail biting, and Anita's loose of words?
2. How do the characters determine who they can trust?
3. What could have happened if the responding officer had not been a dissident of El Jefe?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 80**

*"One day...in a time not too far in the future..." Papi begins, as if he's telling me a bedtime story, "You're going to look back on all this and think, I really was a strong and brave girl."*

*I shake my head. I'm not so strong or brave, I want to say.*

*"Oh yes, you are. I know you are," he insists, reading my thoughts. He tips my face up by the chin so I'm looking straight at him. I feel as if he's hypnotizing me. "I want my children to be free, no matter what. Promise me you'll spread your wings and fly."*

## EXTEND

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- How is Anita's loss of speech related to the events occurring around her? Provide examples from the text that support a connection.

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### What was the Freedom 7?

The Freedom 7 was the name of a mission to launch the Mercury-Redstone 3, piloted by astronaut Alan Shepard, into space. The goal of the mission was to learn about human capabilities during a launch into space and while in orbit. On May 5, 1961 it successfully became the first human spaceflight for the United States.

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

|                    |            |              |                |                 |
|--------------------|------------|--------------|----------------|-----------------|
| superstitious (90) | glint (92) | languid (94) | dissident (95) | recitation (97) |
|--------------------|------------|--------------|----------------|-----------------|

## READ

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

---

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

---

### Read Chapter eight: “Almost Free” (pp. 90–100)

| Setting                       | Characters                                                                                              | Pages  |
|-------------------------------|---------------------------------------------------------------------------------------------------------|--------|
| nursery room, Mancini’s house | Oscar, Anita, María Eugenia, María Rosa, María Josefina, María de los Santos, Doña Margot, Mundín, Papi | 90–94  |
| Anita’s house                 | Anta, Mami, Papi, Mundín, Chucha, Tío Toni                                                              | 95–100 |

## RESPOND

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

---

Students might mention:

- Oscar assures Anita that it is ok to be scared.
- Papi and Tío Toni return home saying they are free for the first time in thirty-one years,
- Papi, Tío Toni, Mundín, and other men go out to find Pupo.

**Map** your knowledge of events and character’s point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

## EXPLORE

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

---

**Today’s prompt:** This chapter shows Anita and her family feeling conflicting emotions. Identify the emotions and use your creativity to depict the conflicting emotions in your diary.

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Why do you think El Jefe follows a strict routine?
2. What might Papi have been thinking about when he drove Anita and Mundín home? Why might he have appeared so angry?
3. How might the Declaration of Independence written by Anita's family and supporters differ than the Declaration written by colonial men in America?
4. Did Mundín choose a wise course of action when he went with his father? Give reasons.

**Analyze** the key paragraph.

---

**Key Paragraph, p. 92–93**

*"It's scary being the ones left, don't you think?" Oscar is saying. I look down at the fists my hands have formed without my even telling them. Suddenly I'm so grateful to Oscar for admitting he's scared too. Now I don't have to feel as if I'm going crazy all by myself. "You know what Papi says?" Oscar asks. His voice is real quiet as if we're in a secret place together. "You can't be brave if you're not scared."*

### **EXTEND**

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Occasionally a day can shift from having everyday events to having personal life-changing events or events with a global impact. Reflect of moments, either modern or historical, that change a day from ordinary to extraordinary.
- Write a hypothesis of how you think Anita's family will be changed after this life-changing day. How do you hypothesize the Dominican Republic will be changed?

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### Who was Joan of Arc?

Joan of Arc was born in 1412 to a peasant family in France. She believed to be acting under divine guidance and lead the French army in a battle in Orléans during the Hundred Years' War. The battle was victorious, which angered England. A year after the victory, Joan was captured and murdered as the English for heresy. After her death in 1431 she became known as a French national heroine.

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

|            |                  |                |                   |                 |
|------------|------------------|----------------|-------------------|-----------------|
| alms (101) | liberation (102) | ransacks (104) | confiscated (105) | paralysis (107) |
|------------|------------------|----------------|-------------------|-----------------|

## READ

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

---

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

---

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

### Read Chapter nine “Night Flight” (pp. 101–107)

| Setting       | Characters                                                              | Pages   |
|---------------|-------------------------------------------------------------------------|---------|
| Anita’s house | Chucha, Anita, Mami, SIM agentes, Navajita, Papi, Tío Toni, Mr. Mancini | 101–107 |

## RESPOND

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

---

Students might mention:

- SIM agents raid Anita’s house and find the body of El Jefe in the trunk of a vehicle in the garage.
- Papi and Tío Toni have their hands tied and are put into SIM agent vehicles.
- Mr. Mancini tells Mami and Anita that they should come with him.

**Map** your knowledge of events and character’s point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

## EXPLORE

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

---

**Today’s prompt:** Everybody is afraid of something, and fear is a normal reaction to certain stimuli. Reflect on things you are afraid of and what you can do to make you feel less afraid.

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Why do you think the SIM agents did not imprison Anita and her mom?
2. What could have happened differently if Pupo had declared the liberation?
3. What does Chucha mean when she says “*These are my people*”?
4. What moments of kindness are seen in this chapter?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 101**

*I look over at Mami, hoping she'll say that everything's going to be all right. But her hand is shaking so badly that she can't even finger the beads on her rosary. Mami's scared, too! Oscar said you have to be scared to be brave. I just have to stay one step ahead of being scared. If it's just a small step, maybe I can do it.*

### **EXTEND**

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- **How can fear be both paralyzing and a source for bravery?**

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### What is a moral dilemma?

A moral dilemma is when a person has to choose between two conflicting values. In this kind of a dilemma, a person is not choosing between right and wrong, they are choosing between two things they see as right; there is no clear preferred option. An example could be a dilemma of your friend cheating on an assignment. You have the moral dilemma of being loyal to your friend or honest to the teacher.

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

|                       |                    |                      |                   |                     |
|-----------------------|--------------------|----------------------|-------------------|---------------------|
| conspirators<br>(109) | tolerable<br>(118) | resolutions<br>(124) | ambushed<br>(134) | evacuation<br>(136) |
|-----------------------|--------------------|----------------------|-------------------|---------------------|

## READ

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

---

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

---

### Read “Anita’s Diary” (pp. 108–137)

| Setting                                               | Characters                                                          | Pages   |
|-------------------------------------------------------|---------------------------------------------------------------------|---------|
| Hiding in the Mancini’s closet, bathroom, and bedroom | Anita, Mami, Mr. Mancini, Mrs. Mancini, Oscar, the Mancini sisters. | 108–137 |

## RESPOND

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

---

Students might mention:

- Anita and her mother spend their days in hiding. Anita finds comfort in writing in her diary and reading.
- Mundín departs on a boat.
- Anita and Oscar find a way to communicate by using books and playing cards.

**Map** your knowledge of events and character’s point of view.

---

Look at the map of the Mancini’s house drawn at the beginning of your book. Refer to this map throughout the chapter to visualize where Anita and the other characters are interacting.

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters. Has the move into the Mancini closet changed Anita’s thoughts and feelings?

## EXPLORE

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

---

**Today’s prompt:** Create a map of a place you feel safe. How does safety look and feel to you?

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. Why do you think the Mancini children could not know about Anita and her mother's hiding place?
2. Did Mr. and Mrs. Mancini make a wise choice in hiding Anita and her mother?
3. What helps Anita manage her fear and cope with uncertainty while hiding?
4. What strengths does Anita exhibit?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 128**

*Reading The Arabian Nights again has started me thinking...can stuff like this really happen? A girl who saves her life by telling a cruel sultan a bunch of stories? Let's say El Jefe had taken me away to his big bedroom like he wanted to do with Lucinda. Could I have told him some stories that would have changed his evil heart? Or are some people so awful that nothing can really get inside them and make a difference?*

### **EXTEND**

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- Anita and her mother have to adapt to a life in hiding. Find at least five ways they have to adapt.

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

---

## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### What are metaphors?

A metaphor is a type of figure of speech that states one thing is another thing. The two things are not actually the same, but the statement is made for the contrast, comparison, or symbolism. Examples of a metaphor are: "you have a heart of gold", "your voice is music to my ears", and "it is raining cats and dogs".

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

|               |              |                  |                 |                    |
|---------------|--------------|------------------|-----------------|--------------------|
| refugee (144) | wrench (149) | farfetched (150) | tottering (150) | conspirators (151) |
|---------------|--------------|------------------|-----------------|--------------------|

## READ

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

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

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### Read Chapter ten: “Freedom Cry” (pp. 138–151)

| Setting                                 | Characters                                                                    | Pages   |
|-----------------------------------------|-------------------------------------------------------------------------------|---------|
| Hotel room in New York                  | Anita, Mami, Lucinda, Mundín, Mamita, Papito                                  | 138–143 |
| School                                  | Anita, Sister Mary Joseph,                                                    | 144–146 |
| Hotel room                              | Anita, Papito                                                                 | 146–147 |
| Grocery store                           | Anita, Grocer                                                                 | 147–149 |
| Running to the hotel, in the hotel room | Anita, Mami, Lucinda, Mundín, Mamita, Papito, Mr. Washburn, military officer. | 149–151 |

## RESPOND

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

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Students might mention:

- Anita begins school in New York and uses writing as a way to navigate and make sense of her new surroundings.
- Anita questions how free the United States are, and worries she will act in a way that will result in the deportation of her family.
- Mr. Washburn visits the family and tells them that Papi and Tío Toni were assassinated by Trujillo Junior and SIM agents.

**Map** your knowledge of events and character’s point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters. How has the move to Washington impacted the thoughts and feelings Anita has?

## EXPLORE

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

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**Today's prompt:** Reflect on words or images that help people find courage.

**Discussion** Ask discussion questions.

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**Answer the key questions. Use evidence from the text.**

1. Is TV a helpful way for Anita to learn about the United States? How else does she learn about the country?
2. Why might have Sister Mary Joseph decided to change Anita's name?
3. What role does language play in the family's immigration?
4. Why do you think the grocery store employee was angered by Anita?
5. What strengths and resources does the family have that will help them process the death of Papi and Tío Toni?
6. Can moments of kindness be found in this chapter? Provide examples.

**Analyze** the key paragraph.

---

**Key Paragraph, p. 148-149**

*At first, I just stand there, ashamed, submitting to his search as if I've done something wrong. But when he slaps his big hand on my chest, I cry out, "I wasn't doing anything! This is a free country!" Actually, I'm not really sure this is true. Maybe this is a free country only for Americans? Maybe if a policeman happens by, my whole family will be deported home, where we'll all be killed by the dictator's son?*

## EXTEND

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

---

Respond to the writing prompt. Write a minimum of two paragraphs (200 words). Provide evidence from the text, and use as many details as possible.

- **Anita is told to be brave before receiving tragic news. What might provide Anita with courage and support?**

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

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## Character-Based Literacy Program 90-Minute Lesson Plan *Before We Were Free*, 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.

#### Language Outcomes

CCSS.ELA-LITERACY.L.9-10.5; CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.4; CCSS.ELA-LITERACY.RH.11-12.6

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



**Kindness Requires Empathy.** Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

### PREPARE

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

#### What is a martyr?

A martyr is a person who has died for their beliefs. The person may have advocated against or renounced a way of thinking or a cause that was mandated of them by another. By refusing to comply with the mandated thinking or cause, the person was punished and killed by the oppressor. The idea of a martyr was originally for those who suffered for their religious beliefs, but it has been adopted for some political cases as well.

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

|             |                  |                  |                      |              |
|-------------|------------------|------------------|----------------------|--------------|
| brunt (155) | lackluster (156) | sacrificed (159) | correspondence (159) | coaxes (161) |
|-------------|------------------|------------------|----------------------|--------------|

## READ

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

---

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

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**Read Chapter Eleven: “Snow Butterflies” (pp. 152–163)**

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| Setting               | Characters                                                  | Pages   |
|-----------------------|-------------------------------------------------------------|---------|
| García home in Queens | Anita, Mami, Lucinda, Mundín, Mamita, Papito, García family | 152–163 |

## RESPOND

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

---

Students might mention:

- Anita’s family moved in with the García family in Queens, and Anita begins school.
- The family celebrates Thanksgiving and Anita’s birthday.
- Anita begins to understand the deeper meaning to the requests for her to fly; and says that she will try.

**Map** your knowledge of events and character’s point of view.

---

Please add one or two responses per column on the KWL chart. In this chapter, what does Anita think, want to know, learn, and feel? Compare the thoughts and feelings in the current chapter from those in previous chapters.

Which area has Anita changed the most; in what she thinks, wants to know, has learned, or feels?

## EXPLORE

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

---

**Today’s prompt:** What does it mean for you to be free? What does freedom look like?

**Discussion** Ask discussion questions.

---

**Answer the key questions. Use evidence from the text.**

1. How has Carla changed since immigrating to the United States?
2. Do you think Anita understands the impact her family has had on the Dominican Republic? How does she feel about the sacrifice her father made?
3. How did Anita learn the truths about her country? How can young people learn about their own countries?

**Analyze** the key paragraph.

---

**Key Paragraph, p. 162**

*But now that Papi is dead, it doesn't seem so scary to die. Sometimes, I think it's scarier to be alive, especially when you feel that you'll never be as happy and carefree as when you were a little kid. But I keep remembering Chucha's dream. She saw us sprouting wings, flying up and away. It has to mean more than our coming to the United States. After all, as Chucha herself would say, what good is it to escape captivity only to be imprisoned in your own misery?*

### **EXTEND**

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

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### **Final Writing Product**

Your final writing product will be a persuasive essay in response to the following question:

**What does it mean to be free?**

**Provide a personal definition of freedom, two historical examples of freedom (one can be from *Before We Were Free*), and conclude with a modern example of people advocating for freedom.**

Your essay should include at least 500 words.

The essay should be concise – avoid repetition and redundancy in statements. Use the following checklist to evaluate your work:

- The essay begins with a clear argument.
- The essay provides examples to clarify the reasoning.
- The essay includes good transition sentences and phrases.
- The essay thoughtfully presents counterarguments.
- There is a topic sentence in each paragraph.
- There is a logical progression from one paragraph to the next.

- The essay ends with a strong conclusion.

**Create a timeline to organize your writing schedule.**

- Add dates in the right-side column.
- Add lines to the schedule, as needed.

| What                                  | When |
|---------------------------------------|------|
| Create a thesis statement.            |      |
| Collect and organize ideas and facts. |      |
| Complete an introduction paragraph.   |      |
| Complete the body paragraphs.         |      |
| Complete the conclusion paragraph.    |      |
| Read through and refine.              |      |
| Submit first draft.                   |      |
| Revise based on feedback.             |      |
| Submit final draft.                   |      |

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

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