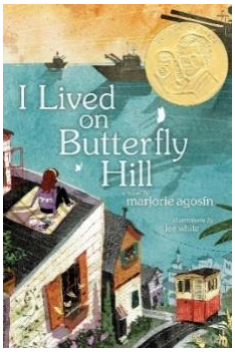
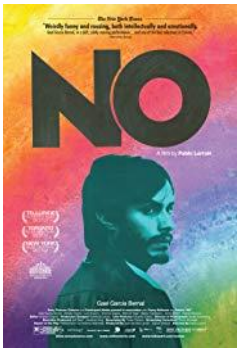
I Lived on Butterfly Hill

With Lesson Plans for the Movie *No (Days 13–18)*





I Lived on Butterfly Hill		No	
ISBN-13	978-1-4169-5344-9	**Length**	118 minutes
Author	Marjorie Agosín	**Director**	Pablo Larraín
Translation from Spanish	E. M. O'Connor	**Language**	Spanish; English subtitles
Publisher	Lee White/Atheneum Books for Young Readers	**Producers**	Daniel Marc Dreifuss Pablo Larraín Juan de Dios Larraín
Copyright	2014	**Released**	2012
Genre	Realistic Fiction	**Genre**	Realistic Fiction
Synopsis	When Chile's armed forces stage a coup d'état against the government and General Pinochet takes control, Celeste's life change. Her parents go into hiding and she has to leave the country. Whe she returns, she bravely searches for her father and observes the post-elections recovery of fellow citizens.	**Synopsis**	René Saavedra, a successful executive in an advertising company helps create an original television ad campaign focused on the value of joy to encourage citizens to vote "No" in the 1988 referendum, despite threats from Pinochet supporters.
Caution	The names of historical figures and timeline of real events have been altered.	**Caution**	The movie is rated R for coarse language; the movie may overstate the role of publicists in this moral victory and minimizes the role of politicians and citizens.
Note: The movie activities add 20-30 minutes to the lesson plan and may be used as an alternative to the Map activity.			

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

How Does Valparaíso, Chile Look Like?

Located near the Pacific Ocean, Valparaíso ('The Jewel of the Pacific') has preserved its 19-century architecture and numerous staircases and funiculars (elevators that run on rail tracks) on the steep hillsides. Before the opening of the Panama Canal, the city thrived as a port of merchants traveling the sea routes that linked the Atlantic and Pacific oceans via the Strait of Magellan. Today, Valparaíso is home to Chile's legislative Congress, and it is the headquarters of the Chilean navy. Visitors will see colorful houses, large-scale murals, cafés, artists' galleries, hilltop vistas, and corner shops.

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What is the Weather Like in Valparaíso, Chile?

Valparaíso generally has a mild Mediterranean-style climate. The temperature typically varies from 45°F to 68°F and is rarely below 38°F or above 73°F. However, in the winter, rainfall can occasionally be extremely heavy. Winter in Chile, which is located in the Southern Hemisphere, is in June, July, and August. Spring is celebrated in October with the Mil Tambores festival that features traditional dancers, markets, concerts, and street parties.

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

conceal (2)	intuition (5)	eerie (9)	remnants (24)	campaign (28)

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 throughout this unit.

Read the first four chapters in Part I: Celeste Like the Sky (pp. 1–10); Humitas Are Like Heaven (pp. 11–16); The Rain Gives (pp. 17–20); and, …And the Rain Takes Away (pp. 21–29).

Setting	Characters	Pages
Juana Ross School; Café Iris	Celeste, Gloria, Cristóbal, Lucila, Marisol	1–8
Celester's home	Celeste, Delfina, Abuela Frida, mamá (Esmeralda marconi), papá (Andrés Marconi)	9–22
Outskirts of Valparaíso	Celeste, mamá, papá, Don Alejandro	23–29

RESPOND

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

Students might mention:

- Celeste notices an unusual presence of ships at the harbor.
- The heavy rain keeps pouring and devastates the poor neighborhoods of Valparaíso.
- Celeste enjoys the storm and sees it as an opportunity to eat sopaipillas.
- Cristóbal always carries with him a pendulum his mother made him, which is meant to become his inner compass.

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- Celeste helps her parents bring food and clothes to the poor.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection. Today, you have learned about the vulnerability of some parts of the city to heavy rainfall and flash floods. Such disasters can leave many people without electricity and drinking water. Many people may need to evacuate their houses and many more may become susceptible to the spread of hepatitis A and influenza. In such disaster areas, government aid and volunteers are typically needed to provide drinking water, blankets, mattresses, food items, doctors and nurses.

Conduct research on natural disasters (e.g., hurricanes, landslides, earthquakes, tornados, floods, and forest fires) in Chile or the United States. You can focus on your own state or geographical region. Create an illustration or infographic with at least three facts about natural disasters in the geographical area of your choice.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How does Celeste feel about her city, Valparaíso?
2. Why does Celeste like spending time on the roof?
3. Where do the patients of Andrés and Esmeralda Marconi live?
4. What does the rain give? What does the rain take away, especially from people who live in poor neighborhoods?

Analyze the key paragraph.

Key Paragraph, p. 28

> *"How come everyone doesn't come up the hills to help? At least other doctors should, shouldn't they?" My mother glances at my father, who is walking fast with a fierce look and a set jaw.*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

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Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background for the chapter: Abuela Frida

Why Did Jews Escape Austria in 1938?

Abuela Frida escaped Vienna, Austria in 1938. Many other Jews were forced to leave their families and homes behind and flee the country. Their escape was due to the beginning of World War II. On March 12, 1938, Germany invaded Austria – this date was named "the Anschluss," and it marked the annexation of Austria into the German Third Reich. Under the new laws, Jews lost all their civil rights and their property was confiscated, looted, or vandalized. They were banned from educational institutions, many jobs, and public facilities. In August 1938, an organized called "Zentralstelle fuer juedische Auswanderung" developed the "solution of the Jewish problem" in Austria. The organization deported Jews to concentration and death camps. In Austria, on

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November 10, 42 synagogues were burned, and 4,038 Jewish shops were looted. Almost all Jewish homes were destroyed, and cemeteries desecrated. Additional synagogues were destroyed in other parts of Austria. By the end of the war, about 65,000 Austrian Jews were murdered.

Background for the Chapter: Earthquakes of the Soul

Who Was the Philanthropist, Señora Juana Ross de Edwards?
Juana Ross de Edwards (1830-1913) is known for her contribution to social work in Chile through charitable organizations and religious congregations. In particular, she supported the construction of hospitals, nursing homes, orphanages, schools, and churches.

What Was the Impact of Earthquakes on Chile?
In the 20th century, Chile suffered 76 earthquakes. In 1960, the largest earthquake ever recorded in the 20th century took place in Chile. The earthquake was followed by a tsunami, which devastated several coastal cities. Dozens of people were killed, and thousands were injured.

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

curdle (30)	murky (30)	accustomed (44)	huddled (48)	rummage (50)

READ

Review the timeline from the beginning every day.

Connection to Day 1

As part of the reading selection on Day 1, students have read about the contrast between Celeste's enjoyment of comfort food on rainy days and the suffering of those who have lost their homes and possessions in the floods. Day 2 begins with the same sentiments with the chapter "The Smell of Sundays." Ask students to comment on the following quote:

> *I think there may be two kinds of rain in my country. It falls from the same sky, but then the rain changes depending on who it falls on.*

Challenge question: The rain may be a symbol of other things in life (e.g., what we say to other people). The same thing may change depending on the recipient. Can you think of an example of something we do or say that may be perceived completely differently, depending on whom we do it for or say it to?

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

Read the next five chapters in Part I: The Smell of Sundays (pp. 30–33); Abuela Frida (pp. 34–39); Mornings with Delfina (pp. 40–41); Earthquakes of the Soul (pp. 42–46); and, Rose Petals on the Pavement (pp. 47–50).

Setting	Characters	Pages
Celester's home	Celeste, mamá, papá, abuela Frida	30–36
Luigi's	Celeste, Abuela Frida	37–39
Celester's home	Celeste, Delfina, mamá	40–46
Juana Ross School	Celeste, Señorita Alvarado, Marisol, Gloria, Lucila	47–50

RESPOND

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

Students might mention:

- Celeste and Abuela Frida talk about their anxiety because of the presence of ships at the harbor.
- Celeste studies the poems of Pablo Neruda. Her favorite poem is "Ode to the Watermelon."

Read an excerpt of the translated poem. Note how the poet gives tribute to this common fruit of the Americas and transforms it into a work of art and a universe on its own.

…the round, magnificent,
star-filled watermelon.
It's a fruit from the thirst-tree.
It's the green whale of the summer.
The dry universe
all at once
given dark stars
by this firmament of coolness
lets the swelling
fruit
come down:
its hemispheres open
showing a flag
green, white, red,
that dissolves into
wild rivers, sugar,
delight!…

- Celeste's mother uses earthquake – a far too common natural disaster in Chile – as a metaphor for discussing moral breakdown – the loss of moral values such as kindness and compassion.

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Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, we will deepen our knowledge about Chile. Create an illustration or an infographic about the population in Chile. Include at least three facts. You may review longitudinal data (e.g., Chile in the 1960s, 1970s, 1980s, 1990s, and 2000s) or current information (e.g., 91% of the population lives in urban areas).

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. A metaphor is a figure of speech that borrows from one event or object to describe in an imaginary, vivid way the quality of another, unrelated event or object. How is earthquake used as a metaphor in today's reading selection?
2. Contrast the philanthropic actions of Juana Ross with the intentions of the military to end health care for those who cannot afford it. Discuss the virtues that exist or are missing in each approach.

Analyze the key paragraph.

Key Paragraph, p. 45

> *"Our souls can crumble when we don't care about our neighbors, or when we say hateful things about others, or exclude people for being different." She begins to pick the shattered pieces of porcelain from the teacups off the floor.*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

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Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background for the Chapter: Beneath a Black Umbrella

Who were the indigenous Mapuche people?

Delfina ethnic/cultural identity is Mapuche – one of the largest indigenous tribes in Chile. The Mapuche lived in Chile before the colonialization of the Americas. Archaeological findings suggest that the Mapuche lived in Chile since 600 or 500 BC. They spoke Mapudungün. For hundreds of years, the Mapuche resisted the Spanish occupation of Chile, until they were forced to integrate into Chilean society. Over the years, Descendants of the Mapuche, have continued to fight for their civil rights and the preservation of their cultural heritage. Because of discriminatory practices, the Mapuche people have lived in Southern Chile in high poverty. The Mapuche's fight for equality has been repressed over time. About 10% of the Chilean society are from Mapuche

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ancestry. The Mapuche are well known for their healing practices and herbal medicine, which is still used as alternative medicine in modern times. Also, they we known for their textile techniques that include colorful ponchos and blankets. For additional information, see the book, Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1906–2001, by Florencia E. Mallon.

Background for the Chapter: Teatime Aflame

Why Did the Chilean Government Order the Burning of Books in the 1970s and 1980s?

On September 11, 1973, General Augusto Pinochet launched a violent military coup against the Socialist President, Salvador Allende. The new regime was suspicious of poets and authors who invoked sympathy to the needs of the poor and the marginalized. One of these great scholars was the poet Pablo Neruda who had received the 1971 Nobel Prize in Literature. Neruda died 12 days after the coup. The mourners, suspicious of the circumstances of his death and loyal to the messages of the poet – who had previously served as a member of the Communist Party – sang the "Internationale" and saluted Neruda and also Allende. In response, the military collected and burned Neruda's publications as well as the books of other authors whose work aligned with the opposition. Book banning and burning continued in later years. For example, on November 28, 1986, Chilean authorities confiscated about 15,000 copies of Gabriel García Márquez's book, *Clandestine*, and burned the books in a public display in Valparaíso.

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

solidarity (61)	justice (61)	consensus (61)	equality (62)	subversive (68)

READ

Review the timeline from the beginning every day.

Connection to Day 2

Remind students about the chapter "Earthquakes of the Soul" that was part of Day 2 reading selection. At that time, Celeste's mother spoke in riddles. However, now, she provided some more clarification, talking about the rising opposition to the current government. Invite students to simulate a teatime like the one described in the chapter "teatime Aflame."

Invite students to conduct a civil discourse which allows for respectfully voicing both sides of the debate. Note that the debate should focus on the views *before* the new regime took control – at a time when people did not know how the new government will turn out.

A perspective of the rebels: An excerpt from the Spanish newspaper ABC (interview with the former Chilean President, Eduardo Frei, 10/10/ 1973):

> *I tell you this [to the interviewer, Luis Calvo]...when a government refuses to fulfill the social laws, ignores the warnings of the Bar Association, insults and*

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> *disobeys the Supreme Court, scorns the great majority of Congress, provokes economic chaos, arrests and kills workers who go on strike, crushes individual and political liberties, depletes the market so as to direct food and other goods to the Marxist monopolists in the black market; when a government behaves in this way, when there arise in Chile conditions never seen on such a scale anywhere in the world, then the right to rebel becomes a duty.*

A perspective of the current, democratically elected Socialist Unidad Popular government supporters: Excerpt from the paper "The Other 9-11: The Destruction of Chile's Democracy [1973] and its Test of Democratic" by June Zaccone presented at Socialism Foreign Affairs, February 13, 2018.

> *Demonizing Socialist governments is based on their lack of democracy. But what if a Socialist government could greatly improve living standards and create an admired society while it maintained democratic standards? That was the threat of Chile. "For most of the 20th century, many Latin Americans thought democracy and socialism were the same thing – the fight for the vote was indistinguishable from the fight for welfare – but it was especially the case in Chile, where communists and socialists had built a modern social democratic state."*

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

Read the next five chapters in Part I: Beneath a Black Umbrella (pp. 51–54); A Dark Cloud Opens (pp. 55–58); The Time of Fear (pp. 59–62); Teatime Aflame (pp. 63–67); and, The Subversives (pp. 68–74).

Setting	Characters	Pages
Celester's home	Celeste, papá	51–54
Juana Ross School	Celeste, Gloria, Cristóbal, Marisol	55–56
Celeste's home	Celeste, Delfina, Cristóbal	56–58
Juana Ross School	Celeste, Señorita Alvarado, Lucila	59–60
Celeste's home	Celeste, Delfina, Cristóbal	60–62
Plaza, Butterfly Hill Center	Celeste, Cristóbal, papá	63–67
Juana Ross School	Celeste, Lucila, Gloria, Señorita Alvarado, Cristóbal, Marisol	68–74

RESPOND

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

Students might mention:

- Celeste's father is pleased with her essay writing.
- Celeste notices that some teachers and cafeteria staff look unusually worried.
- Cristóbal and Celeste have nightmares.

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- Celeste and Cristóbal witness the burning of books at the Butterfly Hill Plaza.
- The number of students attending school diminishes every day.
- Gloria is no longer friendly to Celeste and her other classmates. She recites her father's attitudes towards the "subversives."

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have read about offensive statements of Gloria. Referring to the cultural practices of Delfina, she said to Celeste: "Don't you need to help your grandmother make scarves, or practice some witchcraft with your crazy nana?"

Gloria and many others at that time shifted to ethnocentrism — the belief that one's own culture, religion, ethnicity, or social class group is superior to others in terms of values and ways of living. In Chile, in subsequent years, General Pinochet will use this excuse to kill thousands of opposition activists.

Create an illustration or infographic about the demographics of Chile. You may explore race/ethnicity groups, languages spoken, religious identifications, or other aspects of the society in Chile today or in history.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why didn't people talk about the burning of books in Valparaíso?
2. What changes did Celeste observe at her school? How did it make her feel?

Analyze the key paragraph.

Key Paragraph, p. 72

> *"My father says that poets, writers, and journalists are subversives. And some singers and artists, and those people who work with the poor and think they can change things themselves." She casts a glare like a knife in my direction. "Those people are weakening Chile. My father says they are enemies of the fatherland and very dangerous."*

Challenge Activity

Compare the Key Paragraph to Article 19 in The Universal Declaration of Human Rights (UDHR). It was written by representatives with different legal and cultural backgrounds from all regions of the world. This Declaration was proclaimed by the United Nations General Assembly in Paris on 12/10/1948.

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“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

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Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background for the Chapter: Blot Out the Horizon

What Were the September 11, 1973 Events in Chile?

Celeste's family received the news from friends (by phone), neighbors, and the radio. Imagine you live in Chile and receiving the news bit by bit. Here is the chain of events that occurred on September 11, 1973:

- **7:00 am:** President Allende is informed that two units of the navy rebelled at Valparaiso.
- **7:30 am:** President Allende leaves his residence and retreats to La Moneda, a presidential palace in Santiago.

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- **7:40:** President Allende waits for the armed forces to come to the rescue of the government. However, the commanders of the armed forces do not accept his calls. The president assumes that Pinochet is loyal to him and the constitutional government.
- **7:55 am:** President Allende broadcasts by radio. He tells the nation that the navy has rebelled.
- **8:15 am:** President Allende broadcasts again. He asks workers not to fight but to remain in their factories and at their desks.
- **8:20 am:** The Air Force General tells President Allende that his plane is ready to take him out of the country. President Allende announces that he would not resign nor, will he leave the country.
- **8:30 am:** President Allende learns that General Augusto Pinochet is part of the coup.
- **8:45 am:** President Allende broadcasts for the third time. He announces that he will not give in to violence. President Allende broadcasts for the third time.
- **9:00 am:** There is fire exchange between supporters of the president and the rebels near the buildings surrounding the palace.
- **9:10 am:** President Allende broadcasts for the fourth time. In his final speech, he says: "I address the youth, those who sang and gave us their joy and their spirit of struggle. I address the man of Chile, the worker, the farmer, the intellectual, those who will be persecuted, because in our country fascism has been already present for many hours -- in terrorist attacks, blowing up the bridges, cutting the railroad tracks, destroying the oil and gas pipelines, in the face of the silence of those who had the obligation to protect them. They were committed. History will judge them."
- **10:30 am:** President Allende receives an ultimatum from Pinochet: He must resign before 11 am and leave the country peacefully, or the military will attack the palace. Two hundred loyal policemen stay in the palace with the president.
- **10:45 am:** Allende requests that the ten women in the palace will be allowed to leave. Six women leave the palace.
- **11:05 am:** In a combined attack, tanks, infantry, and air force jets set the palace on fire. The president personally led the defense of the palace. Augusto "el Perro" Olivares, one of Latin America's most well-known and best-liked journalists fought with the president until the last moment.
- **11:15 am:** The firing stops. The president asks the remaining people in the palace to leave and tell the world what happened in La Moneda.
- **1:55 pm:** The last people in the palace evacuate. President Allende commits suicide.
- **2:10 pm:** Soldiers enter the palace.
- **3:00 pm:** Pinochet, who had been appointed commander in chief, begins arresting Allende supporters.

What happened in the following months?

- Close to 20,000 people were murdered and many others were arrested and tortured.

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- Several thousand people left the country as exiles.
- About 25,000 students were expelled.
- About 200,000 people lost their jobs because they were suspected to be political dissidents supporting the previous government.
- The whereabouts of additional people who disappeared are still unknown.
- The first step of the new government was to eliminate freedom of speech and freedom of the press. Newspaper journalists were among those most at risk. Many journalists were interned in concentration camps, disappeared, or murdered. About 150 journalists were forced to leave the country. The new regime closed all the radio stations suspected of supporting Allende's Popular Unity government. The television companies lost their autonomous status.
- Several newspapers closed after losing government advertising business.
- All newspapers and magazines were subject to censorship.
- Military delegate rectors, chosen by the head of state, were put in charge of the schools and universities.

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

immense (75)	subsiding (80)	upheaval (83)	preoccupied (87)	restoration (91)

READ

Review the timeline from the beginning every day.

Connection to Day 3

Remember what Gloria said about the people who "are weakening Chile?" She was referring to poets, writers, and journalists. Connect Gloria's attitudes to the events that followed the coup (see Background section). Discuss why restricting the freedom of expression was an essential part of controlling public opinion under Pinochet dictatorship.

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

Read the next five chapters in Part I: Blot Out the Horizon (pp. 75–79); Waiting for you (pp. 80–82); Before It's too Late (pp. 83–85); Lines Tied or Cut (pp. 86–87); and, Before, I Only Feared Earthquakes (pp. 88–91).

Setting	Characters	Pages
Celester's home	Celeste, papá, mamá, Delfina	75–79
Juana Ross School	Celeste, Cristóbal	80–82
Celeste's home	Celeste, papá, mamá	83–85
Celeste's home	Celeste, mamá, abuela Frida	86–87
Juana Ross School	Celeste, Señorita Alvarado	88–91

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RESPOND

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

Students might mention:

- A violent coup places Chile under a new government.
- People are arrested and tortured by the military.
- Celeste's school has a new principal, a new dress code, and new rules for learning and behaving at school.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have learned about the coup that happened on September 11, 1973 in Chile. How common are coups (or attempts to overthrow the ruler or government) around the world? According to the Washington Post, since the 1950s, the world has seen 475 coups, and 236 of them were successful.

Create an illustration or an infographic about coups around the world. You may focus on one geographical region (e.g., one continent) or time in history (e.g., a specified decade).

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did Cristóbal's pendulum tell him?
2. How did Celeste's family react to the news about the coup?
3. What are the new rules in Celeste's school?

Analyze the key paragraph.

Key Paragraph, p. 83

> *"Don't wait too long, Niña Celeste." She tells me sternly. "Something that is hard to do it just becomes harder when you wait. Don't hope it will go away on its own—because it won't."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

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- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background for the Chapter: Curfew

What Factors Enabled the Military to Stay in Power after the Coup?

Pinochet regime worked swiftly to repress any resistance to the new government. But there were other factors that lay the foundation for the new regime. The inflation rate at the time of the coup was 286 percent. The Chilean society was highly divided on ideological and economical issues. Many people were willing to tolerate dictatorship to save Chile from chaos and civil war. The new regime did allow for divergent public opinions and debate. It disbanded the Chilean Congress. In 1984, Augusto Pinochet signed the Anti-Terrorist Law, which enabled the government to take steps against any dissidents without a fair trial. Under this law, the government could charge non-criminals (e.g., participants in protests) and subject them to lengthy pre-trial detentions. The law

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permitted the government to write-tap suspects and to convict suspects with less rigorous court procedures (e.g., the government did not have to disclose the identities of witnesses). The combination of fears (of chaos, bad economy, and government laws) maintained Pinochet in the position of the head of the military government until 1990.

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

sympathies (97)	nonchalant (98)	bludgeoned (101)	reels (101)	curfew (108)

READ

Review the timeline from the beginning every day.

Connection to Day 4

As part of the reading selection on Day 4, we have learned that Chile experienced a political earthquake. However, after earthquakes, people rebuild their houses and try to regain their normal life. In the Chapter, "She is So Like You," Celeste's parents debate whether returning to normal is a safe option. Invite students to debate whether or not Chilean can and should attempt to go back to normal life.

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

Read the next five chapters in Part I: A Horrible Trick (pp. 92–95); She is So Like You (pp. 96–103); Even the Sea Has Stopped (pp. 104–107); Curfew (pp. 108–110); and, Love is That Powerful (pp. 111–115).

Setting	Characters	Pages
Juana Ross School	Celeste, Marisol	92–95
Celeste's home	Celeste, papá, mamá	96–98
Juana Ross School	Celeste, Cristóbal, guard, Marisol	98–103
Juana Ross School	Celeste, Cristóbal, Marisol, Admiral Retamales	104–107
Celeste's home	Celeste, papá, mamá	108–110
Celeste's home	Celeste, papá, mamá, abuela Frida, Delfina	111–115

RESPOND

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

Students might mention:

- Celeste's father wants Celeste to be homeschooled because going to school is no longer safe.
- The city is under curfew every night.
- Cristóbal's pendulum is cold and does not move. A school guard hits Cristóbal with a club for attempting to protect Celeste. When the guard tries to smash the pendulum, it does not break. Instead, it emits a glowing and warm red light.

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- After their clinic is vandalized and letters of threat begin to arrive, Celeste's parents decide to leave home and hide at a friends' house.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have learned about the strict rules enforced in schools and on the streets. During these years, one form of free expression that remained was art. Muralists and other artists defied the military government despite the risk.

Create a painting, illustration, or infographic about the use of art to defy a dictatorship. You may focus on Chile during the Pinochet regime or other examples in world history. For an example of the battle of muralists in Chile, watch the BBC video, The Chilean Muralists who Defied Pinochet.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What were Celeste's parents afraid of?
2. What were Celeste and Marisol afraid of?
3. In your opinion, did Celeste's parents make the right decision when they left home and hid at a friend's house instead of leaving the country?

Analyze the key paragraph.

Key Paragraph, p. 101

> *"That was a test!" Gloria whips her head around and whispers to me viciously. "And you failed, Celeste!"*
>
> *My mind reels in confusion. Test of what? Did Gloria tell on us? Is that why the guard cam over? She gives me a little smirk. She did tell!*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

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Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background for the Chapter: Curfew

How Did the Pinochet Regime Change the Education System in Chile?

Under the new regime, the government enacted a voucher system which funneled equal amounts of per-pupil funds to public and private schools, regardless of the educational needs of the students' enrolled. Students, whose families could not afford paying for private education, attended institutions with declining quality. Students from economically affluent families, attended schools that combined public and private funding. Students who could not afford private schools were less likely to attend higher education institutions. The gaps between the rich and the poor widened as the quality of education in public suffered in comparison to private schools.

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

remedies (121)	immensely (127)	emphatically (128)	falters (129)	verdant (131)

READ

Review the timeline from the beginning every day.

Connection to Day 5

As part of the reading selection on Day 5, Celeste's parents debate whether Celeste should go to school or be homeschooled. Today, you will read about Celeste's decision to stay at home. Discuss how the new regime changed schools so much that students no longer felt safe on the way to school or on school campus.

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

Read the next six chapters in Part I: I Can't Bear to Say that Word (pp. 116–120); The Empty Calendar (pp. 121–123); The Sign (pp. 124–126); Uncertainty Crackles in Each Corner (pp. 127–129); Cuchuflí and Abuelo José (pp. 130–131); and, Dreaming Runs in the Family (pp. 132–134) .

Setting	Characters	Pages
Juana Ross School	Celeste, Marisol, Cristóbal	116–117
Celeste's home	Celeste, Abuela Frida	117–131
Don Aleandro's car	Celeste, Abuela Frida, Don Alejandro	132–134

RESPOND

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

Students might mention:

- Celeste's parents have left home. The neighbors have disappeared.
- Celeste decides to stop going to school.
- Abuela Frida and Celeste find out that it is forbidden to operate businesses on Sundays.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have learned about the increasing interference of the Chilean government in public life and the restriction of the freedom of people.

Create a painting, illustration, or infographic about human rights. You may focus on Chile, Latin America, the United States or other part of the world. You can choose to focus on a single or multiple human rights. Include at least three facts in your work.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Celeste decide she wants to stop going to school?
2. Why does Celeste feel like a prisoner in her own house?
3. How did the new routine affect Celeste?

Analyze the key paragraph.

Key Paragraph, p. 128

> *"And, Celeste, don't wear those jeans anymore, even when you are in the house. We never know who might knock on the door, and the military demands that girls dress only in skirts and do up their hair in proper buns. And your hair, Celeste, is Wilder than even your mothers when she was your age."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

What Form of a Government is A Dictatorship?

A dictatorship is a form of governance in which the leader has absolute power – without the check and balances of other parts of the government or the boundaries of the constitution. General Pinochet established a dictatorship in Chile when he assumed leadership in 1973. Pinochet was a member of a four-man military junta that seized control in the coup. However, in the following months, Pinochet took sole leadership, and the other three members of the junta received legislative and advisory roles. Chile's democratic institutions lost all executive, legislative and constitutive power. Civil rights and freedom of the people were minimized, and the government decision-making did not take into account the diverse voices of the governed.

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

refugee (138)	precaution (138)	departure (147)	eternally (149)	contain (150)

READ

Review the timeline from the beginning every day.

Connection to Day 6

You have previously read about Celeste's depression symptoms because of her separation from her parents and feeling confined to her house. Re-read the following text:

"I have no energy, no desire to be awake. I feel so tired of having to stay near my house at all times." ("Uncertainty Crackles in Each Corner;" p. 127).

Did Celeste and her grandmother make the right choice getting Celeste out of Chile to the United States?

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

Read the next six chapters in Part I: With Abuela on the Shore (pp. 135–139); A Seashell and a Green Shawl (pp. 140–142); There are no Goodbyes, Only Returns (pp. 143–144); The Road to Santiago (pp. 145–146); Tío Bernardo (pp. 147–148); and, Steel Pelican (pp. 149–151) .

Setting	Characters	Pages
The beach	Celeste, Abuela Frida	135–139
Celeste's home	Celeste, Abuela Frida	140–144
Don Aleandro's car	Celeste, Don Alejandro	145–146
At the airport	Celeste, Tío Bernardo	147–148
On the airplane	Celeste	149–151

RESPOND

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

Students might mention:

- Abuela Frida tells Celeste that, for her safety, she must go to the United States to live with her aunt.
- Tío Bernardo advises Celeste to say that she is going on vacation, because there are informants everywhere, including the airport.
- Celeste makes a promise to herself to always go back to Chile in her writing.

Map Add to ongoing class activities like a KWL chart or map.

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In this unit, you will create illustrations or infographics of a key topic from today's reading selection. Today, you have learned about the increasing interference of the Chilean government in public life and the restriction of the freedom of people. Create a painting, illustration, or infographic about the Andes Mountains. Include at least three facts in your work.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How does Abuela Frida's life story parallel's her Celeste's?
2. Celeste is anxious about leaving her family and friends behind and going to a foreign place. Make a list of Celeste's worries and fears.

Analyze the key paragraph.

Key Paragraph, p. 146

> *"Don't think so much, Niña. Right now you have to move forward and not look back. But when you are up there in the North, have one I see ahead and one watching behind you. Be careful of unknown things, but also have faith, Niña Celeste."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. Include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

What is a Cove?

The word "cove" comes from the Old English word "cofa," which means a cave, den, or shelter. A cove is a small bay by the ocean, lake, or river. It usually has a narrow opening or entrance, which protects the cove from large waves and strong currents. The bays and harbors in Maine are the reason for the long history of fisheries in this part of the US. For many decades, Maine's fishermen have been among the leading suppliers of fish and shellfish.

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

conveyer (154)	solitude (156)	intrigued (170)	occasional (172)	stifling (172)

READ

Review the timeline from the beginning every day.

Connection to Day 7

In her first days in the United States, Celeste considers the familiar and unfamiliar aspects of her new environment. Compare Juliette Cove to Valparaíso. In what ways are they similar and different?

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

Read the first six chapters in Part II: Welcome to the USA (pp. 154–155); The Gray of the North (pp. 156–163); A Blue Room in the North (pp. 164–166); Juliette Cove, Main (pp. 167–169); I Call Them Friends (pp. 170–173) and, Nostalgia (pp. 174–177).

Setting	Characters	Pages
Tía Graciela's car, on the way to Juliette Cove	Celeste, Tía Graciela	154–160
Tía Graciela's house on River Road	Celeste, Tía Graciela	162–177

RESPOND

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

Students might mention:

- Celeste arrives in Boston and is picked up by Tía Graciela, her mother's sister.
- Celeste and Tía Graciela get to know each other.
- Celeste hangs a map of Chile in her room and a calendar she uses to count the days since she last saw her parents.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have read about Celeste's travel on a coastal road to her aunt's house in Maine.

Create a painting, illustration, or infographic about Maine. Include at least three facts in your work.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Describe Tía Graciela. Predict: Will Tía Graciela and Celeste form a close relationship? Explain.
2. Nostalgia is a feeling of longing to a personal past or a time in history associated with happy or meaningful memories. When they feel nostalgic, what do Celeste and Tía Graciela do?

Analyze the key paragraph.

Key Paragraph, p. 160

> *"In Valparaíso, everything is so blue! But this is the gray of Maine, Celeste Mía."*
>
> *"It seems so sad, Tía."*
>
> *"Si, but you will get used to it, and believe me, one day you will even miss it. It is a gray full of mysteries. If you take a moment to look at it, you will see this gray contains a light. It's a color that promises the sun's arrival."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

What Percent of the Population in Maine are Immigrants?

According to the American Immigration Council, in 2015, about 3.4 percent of the population in Maine were immigrants. Most of the immigrants came from Canada, with the rest coming primarily from the Philippines, England, India, and Mexico. The immigrant population has been essential to Maine's economy, contributing to manufacturing, business, education, healthcare, and art.

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

inferior (181)	euphoria (188)	skeptically (191)	flustered (191)	tentatively (192)

READ

Review the timeline from the beginning every day.

Connection to Day 8

As part of the reading selection on Day 8, you have read about the importance of feeling nostalgic and keeping objects that remind Celeste' of Chile and her parents. Today, you will read about her transition to speaking a new language and enrolling in a new school. Make a list of all the transitions that new immigrants, like Celeste, have to make, including language, family, friends, school, work, climate, food, etc.

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

Read the next five chapters in Part II: Juliette Cove Middle School (pp. 178–181); Soaps (pp. 182–184); A Winter Birthday (pp. 185–187); I Search for Myself in Spanish (pp. 188–189); and, A Basket of Blueberries (pp. 190–194).

Setting	Characters	Pages
Sal's Pizza	Celeste, Tía Graciela	178
Juliette Cove Middle School	Celeste, Kim, Mr. Turner, Mr. Kendall	179–181
Tía Graciela's house	Celeste, Tía Graciela	182–187
Juliette Cove Middle School	Celeste, Mr. Turner, Charlie	188–189
Blueberry Farm	Celeste, Tía Graciela	190–191
Tía Graciela's house	Celeste, Tía Graciela	192–194

RESPOND

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

Students might mention:

- Celeste enrolls in Juliette Cove Middle School. She feels socially isolated.
- Celeste and another immigrant student—Kim from Korea—receive English lessons from Mr. Kendall, who seems impatient and unkind.
- Celeste spends the summer break learning new words in English and gardening.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have read about Celeste's first summer in Maine. Create a painting, illustration, or infographic about Maine in the summertime. Include at least three facts in your work.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Describe Celeste's first year in Juliette Cove Middle School. Create a table comparing how an ideal school should make new students feel accepted and cared for and how Juliette Cove Middle School welcomed Celeste.
2. Why did Tía Graciela insist that Celeste keep herself busy during the summer break? Do you agree with her?

Analyze the key paragraph.

Key Paragraph, p. 188

> *"Charlie"—I struggle to get the words right—"my country has highways, airplanes, and refrigerators. But more important, Chile has poets, and people fill entire stadiums to hear them." Suddenly I feel brave, and I toss my head. "I know poems by heart. Do you?"*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

What is Seollal?

Seollal is a national holiday in Korea which marks the beginning of a new year. This holiday follows the lunar calendar which begins and ends around February each year. The holiday festivities begin the day before the New Year and end the day after. During the holiday, people prioritize family time, remember their ancestors, eat traditional food, play traditional games, and wear traditional clothes.

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Option activity: Learn to play Yut Nori (윷놀이)

Print and create your Yut Nori game board at this link:
https://modernseoul.org/2012/04/24/free-printable-yut-nori-game-board/
Follow the rules of the game as described here:
https://modernseoul.org/2011/11/26/how-to-play-yut-nori-%EC%9C%B7%EB%86%80%EC%9D%B4/

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

hesitant (197)	dignity (199)	flourish (199)	advantages (206)	measured (215)

READ

Review the timeline from the beginning every day.

Connection to Days 1–9

So far, you have read about the political circumstances that have led to Celeste's immigration to the US. Today, Celeste asks Kim why her family is in the US and Kim answers: "For political reasons." (p. 212). What political events took place in South Korea around the same time that Celeste came to the US? In the early 1970s, South Korea was under the rule of General Park Chung Hee, who came to power through a coup d'état in 1961. In the 1970s, Park Chung Hee governed the country as an absolute dictator. He canceled direct presidential elections and established new governance laws. For example, one-third of the National Assembly would be chosen directly by him. Other new laws gave Park Chung Hee absolute power over various aspects of the government. He made censorship laws stricter and ran an oppressive government. Civil rights and workers' rights were limited. As assassination attempt in 1974, which killed Park Chung Hee's wife and a choir girl made him increasingly oppressive.

Compare the events in Chile and South Korea. Imagine a story written from Kim's perspective, starting with her hometown in South Korea and ending in the trailer park in Maine.

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

Read the next five chapters in Part II: Year of the Tiger (pp. 195–199); Kim's House (pp. 200–208); Watching the Sky (pp. 209–212); Dreaming in English (pp. 213–214); and, Daydreaming (pp. 215–216).

Setting	Characters	Pages
Sal's Pizza	Celeste, Tía Graciela	195
Juliette Cove Middle School	Celeste, Miss Rose, Kim	196–199
Kim's house, trailer park, a clearing in the woods	Celeste, Kim, Kim's mother (Sae Jin), Tom	200–212
Tía Graciela's house	Celeste	213–214
Tía Graciela's house	Celeste, Tía Graciela	215–216

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RESPOND

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

Students might mention:

- Miss Rose asks Celeste to teach her classmates Spanish and facts about Chile every Friday.
- Kim tells the class about Seollal – New Year in Korea.
- Celeste visits Kim's house and learns about the living conditions of her family.
- Celeste, Kim, and Kim's brother, Tom, spend time together.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have read about Kim and her family. Create a painting, illustration, or infographic about South Korea. Include at least three facts in your work.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Celeste feel about the experience of teaching her classmates words in Spanish and facts about Chile?
2. How do Celeste and Kim show that they understand, care about, and appreciate each other? Provide at least two examples.

Analyze the key paragraph.

Key Paragraph, p. 210

> *"Tom, Kim! I just realized the air has no borders. Someone in Seoul and someone in* Valparaíso *see the same sky right now!"*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

What is Psychological Trauma?

Psychological trauma, also known as "adverse experience," is the exposure of a person to an event or living conditions that are stressful and painful, such as war, violence, death of a family member, immigration, natural disaster, and extreme poverty. Experts define psychological as the feeling that the event is overwhelming and beyond one's capacity to cope with the situation. Celeste's separation from her parents and the disappearances of friends and neighbors were traumatic, and these painful feelings were triggered when Kim and her family disappeared without a warning.

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

console (218)	persecute (225)	exile (228)	accustomed (230)	concede (232)

READ

Review the timeline from the beginning every day.

Connection to Day 10

As part of the reading selection on Day 10, Celeste formed a close friendship with Kim. Today, you will read about Celeste's sadness and anxiety when she discovers that Kim and her family have left without notice. Discuss Celeste's longing for stability and connections and how the events in her life disrupt her sense of safety and well-being.

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

Read the next five chapters in Part II: The Empty Seat (pp. 217–219); "No More Pencils, No More Books" (pp. 220–223); Solidarity (pp. 224–228); Somewhere to Keep Her Sorrow (pp. 229–233); and, Maybe They're Smiling Together (pp. 234–236).

Setting	Characters	Pages
Juliette Cove Middle School	Celeste, Charlie, Miss Rose	217–223
Trailer park	Celeste, Tía Graciela	224–228
Tía Graciela's house	Celeste, Tía Graciela	229–236

RESPOND

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

Students might mention:

- Kim is absent at school and her teacher suspects that the family has moved.
- A trip to the trailer park confirms that Kim, her brother, and Kim's mother have moved.
- Celeste asks Tía Graciela why she never came back to Chile after she and her boyfriend broke up.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have read about the effects of Kim's disappearance on Celeste and Celeste and her aunt's ways of summoning their courage and strength. Create a painting, illustration, or infographic about strategies that people may use to maintain their courage and resilience. Include at least three different strategies in your work.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Celeste feel when Kim stopped coming to school? Why did it make her think about what Cristóbal Williams might have felt when Celeste secretly left Chile?
2. How did the conversations between Celeste and her aunt helped Celeste become more self-aware of her feelings and how she can cope with being in a new country?

Analyze the key paragraph.

Key Paragraph, pp. 225–226

> *"When the government elected by the people was toppled, and the military began to persecute everyone for having their own opinions or for their long hair and jeans, it made everyone very frightened, and unfortunately, people you thought were your friends turned into enemies, and neighbors betrayed neighbors. But that is only half the story. Many Chileans began to help one another. They hid people in their homes, or found hiding places outside the city and brought them food, like the people who are helping your parents. Even if our own lives are in danger, we don't abandon others. That is solidarity."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 12

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

Is Halloween Celebrated in Chile?

Tourists from the US can celebrate Halloween in Santiago, Chile, although it is not part of Chilean traditional holidays. All Saints' Day (Día de Los Santos), also known as All Hallows' Day, is part of Chile's culture. Celebrated on November 1st, this Catholic holiday honors all the saints, the dead, and martyrs. People attend mass and lay flowers on the graves of relatives on this day.

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

unison (254)	sinister (261)	scattered (262)	burnished (264)	disbelief (268)

READ

Review the timeline from the beginning every day.

Connection to Day 11

As part of the reading selection on Day 11, Celeste's traumatic stress was triggered by the disappearance of Kim and her family. Today, her new friends gently ask Celeste to tell them what happened to her family and the reasons she is in the US. Discuss how talking with friends about painful memories can help alleviate post-traumatic stress.

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

Read the last eight chapters in Part II: At the Lighthouse (pp. 237–243); Dinner Party (pp. 220–223); Solidarity (pp. 244–252); Questions (pp. 253–256); Eighth Grade (pp. 257–259); Scrape of Life (pp. 260–264); The Mailman Mr. John Carter (pp. 265–266); and, The Entire Sky Inside (pp. 267–268).

Setting	Characters	Pages
The lighthouse	Celeste, Tía Graciela, Meg, Valerie, Charlie	237–243
Tía Graciela's house	Celeste, Tía Graciela, Meg, Valerie, Charlie	244–256
Juliette Cove Middle School	Celeste, Miss Rose	257–259
Tía Graciela's house	Celeste, Tía Graciela, Mr. Carter,	260–268

RESPOND

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

Students might mention:

- Celeste becomes friends with Meg, Valerie, and Charlie, and prepares a dinner party for them.
- Celeste goes trick-or-treating for the first time.
- Celeste decides to stop counting the days since she last saw her parents. Instead, she will count seasons.
- Tía Graciela receives a call from Spain. The General is dead, and it is safe to come back home.

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Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you have read Celeste's poem, *I Walk Barefoot*. Find a poem that you like or write your own poem. Create a painting, illustration, or infographic about the poem.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did Celeste learn about Charlie, Megan, and Valerie?
2. What did Charlie, Megan, and Valerie learn about Celeste?

Analyze the key paragraph.

Key Paragraph, pp. 262

> *"Celeste, Querida mía," shay says soothingly. "There are many people who don't want to recognize what is happening to our country because they don't want to be reminded of pain. They are afraid of pain. But you are not one of those people, Celeste."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 13

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

When Did Chile Transition Back to Democracy?

The book, *I Lived on Butterfly Hill*, is based on an important period in the history of Chile In reality, the dictatorship in Chile lasted longer. General Augusto Pinochet was in power from 1973 through 1988. In fact, oppression of civil rights grew stronger when the president amended the constitution in 1980 in a manner that restricted political parties and expanded the power of the president. In 1983, civic movements, trade unions, and the Catholic church collaborated in advocating for a political change. The coalition, known as the National Accord for a Full Transition to Democracy, used nonviolent means to gain public support for democratization of Chile. In the 1988 plebiscite (public poll), the majority of Chileans voted "no on Pinochet." General Pinochet attempted to

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hold on to power, but the military honored the public opinion. General Pinochet was detained in London in 1998 under rules of the Convention against Torture. The lawyer, Joan Garcés, filed a lawsuit on behalf of Chile and sought international arrest warrant against Pinochet. However, Pinochet was not extradited to Spain for a trial, due to health problems. He was held under house arrest in the UK until his return to Chile in 2000. During his time in the UK, his assets were frozen. When Pinochet returned to Chile, the courts stripped him of his immunity and began the process of investigating a large number of criminal complaints including kidnapping, torture, murder, tax evasion, and corruption.

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

unexpected (280)	emancipation (281)	cadence (287)	returns (287)	descend (288)

READ

Review the timeline from the beginning every day.

Connection to Day 12

As part of the reading selection on Day 12, you have read about the friendship Celeste formed with Charlie, Meg, and Valerie. Today, Celeste has to say goodbye to her friends, as she gets ready to go back home. Charlie, Meg, and Valerie recount how badly they treated Celeste when she first came to school and express their regret. Discuss the change in Celeste's relationship with her friends and what enabled this change.

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

Read the first five chapters in Part III: The Refuge Against Oppression (pp. 270–273); Traveling Light (pp. 273–276); "Let Your Voice be Heard" (pp. 277–280); "I'll Be Seeing You with My Heart." (pp. 281–256); and, Of Flight and Faith (pp. 286–288).

Setting	Characters	Pages
Tía Graciela's house	Celeste, Tía Graciela	270–276
Mr. Carter's house	Celeste, Mr. Carter, Tía Graciela	277–280
Juliette Cove Middle School	Celeste, Mr. Gary, Miss Rose	281–283
Near the lighthouse	Celeste, Charlie, Meg, Valerie	283–285
Logan International Airport/plane	Celeste, Tía Graciela	286–288

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:

- Celeste and Tía Graciela watch the evening news and learn that Chile is transitioning back to democracy.
- Celeste bids farewell to the mailman, her teachers, and friends.
- Celeste boards a plane back to Chile.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Refugees and asylum seekers, such as those who have fled Chile in the 1970s, are often stereotyped by negative words, such as "victim," "helpless," and "weak" because they have escaped places where they encountered tragedy and persecution. But many refugees would rather be seen through positive words, such as "survivor," "resilient," and "strong." Create a painting, illustration, or infographic contrasting the two images of refugees in the world. Consider: How can positive words preserve the sense of dignity and identity of refugees? Why is it important?

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Who did Celeste say goodbye to? How did they respond to the news that Celeste is going back to Chile?
2. How did Tía Graciela characterize the sense of identity of people in exile?

Analyze the key paragraph.

Key Paragraph, pp. 285

> *"But…" Charlie takes a deep breath and continues. "You were always so great at being yourself. You never changed to try to fit in. The only thing you did was learn English, and I used to think, 'wow! That girl works so hard! She's tougher than I am!'"*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and

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neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

Movie Connections

CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Introduction to the Movie *No*

The book, *I Lived on Butterfly Hill*, is based on important events in the history of Chile, including the 1973 Chilean coup d'état, the disappearance of many Chileans during the Pinochet dictatorship, and the elections of 1989. However, the book skips the 1988 referendum, which was a turning point and a model for democratic action. Teachers can use this movie to introduce students to positive examples in history in which a country returned to democratic governance.

The movie balances fact and fiction. While the movie is not fully historically accurate, it aims to convey messages using metaphors. This entertaining movie can engage students and spark their interest in world events. The movie uses archival footage and fictionalized characters. Patricio Aylwin, who won the presidential elections plays himself in the movie.

Awards: The movie won 13 awards including the Cinema for Peace Award for Justice Award; National Board of Review, USA (top five foreign language films); Cannes Film Festival; Torino Film Festival (Gandhi's Glasses Award Special Mention for the stirring testimony of a popular non-violent action; for having demonstrated how non-violent conflict resolution can happen through the creativity, joy, and proactiveness of the contents transmitted. It was nominated for an Oscar award for Best Foreign Language Film of the Year.

Watch the opening scene, usually the first 10 minutes of the film.

Setting	Characters	Time
Advertising company office	René Saavedra, Lucho Guzmán, Carlos	00:00–04:38
Advertising company office/parking lot/restaurant	René Saavedra, José Tomás Urrutia	04:39–06:56
Advertising company office/restaurant	René Saavedra, Lucho Guzmán	06:57–09:40

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Ask discussion questions.

1. What did people vote for or against in the 1988 referendum?
2. Why was René reluctant to accept the invitation to work on the No campaign?
3. If you were in René's shoes, would you take on the job of consulting the No campaign?
4. Notice the lack of music and "documentary" tone and mood in the opening scene. Why did the director choose this style?

Connect to the book you are reading today.

Use a KWL chart to write what you know about Chile, what you would like to know, and what you have learned after watching the opening scene and reading the first reading selection from the book, *I Lived on Butterfly Hill.*

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 14

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

How Did Chileans Search for the People Who Disappeared?

General Pinochet remained in charge of the Chilean army until 1998 and blocked any efforts to investigate the past. In 1999, human rights lawyers and members of the armed forces collaborated to find the fate of the missing people. They found some of the bodies of those who were killed and thrown into the sea, rivers, or lakes. Finding the bodies was important both to the families and to the human rights lawyers, who needed evidence to charge Pinochet with the crimes of kidnapping and murder. Also, they found the islands where Pinochet's army constructed barracks inspired by the concentration camps of World War II. These islands were surrounded by the icy waters of the Magellan Strait and served to isolate all suspects of political opposition. After a long

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legal battle, the surviving prisoners received compensation from the government. In the following years, a Chilean commission produced a series of reports, as they continued with their investigations. By 2011, the total reported number of people who were imprisoned or killed reached 40,018. In some cases, testimonials of survivors and eyewitnesses helped families reunite with their relatives. Some of the families participated in marches with the "Agrupación de Familiares de Ejecutados Politicos-Chile," an organization which represented the families of Chile's disappeared.

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

resemble (294)	lugging (324)	eccentric (326)	accusation (327)	bewildered (330)

READ

Review the timeline from the beginning every day.

Connection to Day 13

As part of the reading selection on Day 13, you have read about Chile after the end of the government dictatorship. While some things have improved, such as people's freedom, the country was recovering very slowly, especially with regard to finding the missing people. Discuss how Celeste's return to her home was not complete without knowing what happened to her parents and friends.

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

Read the next seven chapters in Part III: The Road to Butterfly Hill (pp. 289–295); Like Old Times (pp. 296–302); This Crumbling Walls (pp. 303–309); The Road on the Map of My Heart (pp. 310–315); The Squash of Gold (pp. 316–318); The Sea Like the Heart of Man (pp. 323–328); and, Patience (pp. 329–333)

Setting	Characters	Pages
Don Alejandro's car	Celeste, Don Alejandro	289–292
Celeste's home	Celeste, Abuela Frida, Delfina, Cristóbal	293–309
At the beach	Celeste, Cristóbal	310–315
Celeste's home	Celeste, Abuela Frida, Delfina	316–318
On the Bus	Celeste, Cristóbal	319–320
Quinchamalí	Celeste, Cristóbal, Oviedo	321–333

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RESPOND

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

Students might mention:

- Celeste is back home and notices how thinner her grandmother has become.
- Celeste decides to find her father.
- Celeste and Cristóbal board a bus along the coastal road. In Quinchamalí, Celeste overhears a fisherman telling a couple from her bus about the imprisonment of Chileans on the islands.
- Oviedo invites Celeste and Cristóbal to his house and promises to help them find Celeste's father.
- Oviedo tells Celeste and Cristóbal about his failed attempts to reach a rocky island in search for his daughter-in-law.
- Oviedo shares about the killing of his two sons, who were in the wrong place at the wrong time, and the arrest of his third son, who painted murals calling for equality to all.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today you have heard about Pinochet's use of the Islands of Chile to isolate and imprison citizens. Create a picture or infographic about the coastal geography of Chile. You may consult with online sources such as:

- https://www.thisischile.cl/nature/geography/?lang=en
- http://www.chileculture.org/map-of-chile/
- https://www.pacifichorticulture.org/articles/an-introduction-to-the-geography-climate-and-flora-of-chile/

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did Celeste search for?
2. What help did Celeste hope to receive from Oviedo?

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Analyze the key paragraph.

Key Paragraph, pp. 324

> *"Since the time my father's father, men have been fishing here and building homes in the air so that we can stay dry during high tides and survive the storms. We live according to the laws of the sea. It is a great force, just like the heart of men, with its ability to do both good and bad."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

Movie Connections

CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Watch the second part of the movie, usually 20 minutes of the film.

Setting	Characters	Time
Government office	Minister Fernández, Lucho Guzmán, executive representing La Publicista campaña del "SÍ"	09:41–13:00
Police station	René Saavedra, Verónica Carvajal	13:01–14:13
René's house	René Saavedra, Carmen, Simón Saavedra, Verónica Carvajal	14:14–19:56
Campaign organizers' board room	René Saavedra, Joven Revolucionaria, Director de campana, José Tomás Urrutia	19:57–23:55

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Setting	Characters	Time
René's house	René Saavedra, Simón Saavedra	23:55–25:17
Campaign organizers' conference room	René Saavedra, José Tomás Urrutia, Socióloga, Eugenio Tironi	25:18–26:43
Beach house	René Saavedra, Alberto Arancibia, José Tomás Urrutia, Sandra, Carmen	26:44–31:12

Note: Eugenio Tironi plays himself in this movie. Tironi is a sociologist and communications strategist who served as the director of content for the "NO" national plebiscite campaign in 1988.

Ask discussion questions.

1. What are the main differences between the first version of the Yes television campaign and the first version of the No television campaign?
2. How did the Yes Campaign organizers' belief that the plebiscite is a fraud affected their efforts to put together a winning campaign? How is it similar to the learned helplessness of the eligible voters who intend to abstain?
3. Why does René want to avoid a fear-inducing campaign?

Connect to the book you are reading today.

Use a T Chart to list the pros and cons of using happiness rather than pain for the NO Campaign. Link to events associated with the theme of hope from the book, *I Lived on Butterfly Hill*.

Connect to the unit theme: To what extent are people more likely to be kind and ethical when they are hopeful rather than hopeless?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 15

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

Why Should Countries Ensure Citizen's Right to Information?

One of the lessons learned from the Pinochet dictatorship is the need to ensure transparency of government actions and accountability of leaders. According to the nonprofit organization, Transparency International, countries around the world vary greatly by the level of corruption in their government. Restricted freedom of information, expression, and association enable corruption. For example, a country may have a law that permits citizens to request information from any authority about its key activities, as long as this information does not jeopardize the security of citizens. At the same time, the country may discourage citizens from requesting information through direct or indirect intimidation or making the request process simply too cumbersome and hard to

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navigate. Without transparency and accountability, government officials may evade taxes, violate citizens' rights, and terrorize dissidents. After Pinochet, Chile established a local chapter of Transparency International (Chile Transparente) and worked to protect the rights of citizens and the integrity of government offices.

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

embrace (353)	inexplicable (357)	consoled (360)	restored (361)	dissolve (365)

READ

Review the timeline from the beginning every day.

Connection to Day 14

As part of the reading selection on Day 14, you have read about Celeste and Cristóbal's plan to find Celeste's father. Today you will read about people's fear that it is not safe to come out of hiding. Discuss the length of time it may take a country to recover from an opressive dictatorship. What does it take for society to regain its values and democracy?

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

Read the next seven chapters in Part III: Fergus Bacon (pp. 334–340); Unshakable Faith (pp. 341–350); Our Country is Blue (pp. 352–355); Of Ships and Secrets (pp. 356–363); The Alphabet in My Hand (pp. 364–367); Her Bare Feet make No Sound (pp. 368–370); and, All I Wanted Was to Talk to Her (pp. 371–372).

Setting	Characters	Pages
Quinchamalí	Celeste, Cristóbal, Oviedo, Fergus Bacon	334–340
The Pirate Queen	Celeste, Fergus Bacon, Celeste's father	341–350
Chiloé Island; Quinchamalí	Celeste, Cristóbal, Oviedo, Celeste's father	351–355
Celeste's home	Celeste, Abuela Frida, Delfina, Celeste's father and mother	356–372

RESPOND

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

Students might mention:

- Oviedo introduces Celeste to Fergus Bacon, who agrees to take her to look for her father.
- Celeste finds her father on the ship, *The Pirate Queen*. He tells her about his escape from prison and how Fergus Bacon saved his life.

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- Celeste's mother receives the message from her husband and returns home.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Create a graph or illustration of one aspect of change in Chile between the 1990s and today. You may use Chile Profile data provided by the World Bank at http://databank.worldbank.org/data/views/reports/reportwidget.aspx?Report_Name=CountryProfile&Id=b450fd57&tbar=y&dd=y&inf=n&zm=n&country=CHL

Select one aspect of Chile (e.g., people, the environment, economy).
Below the exhibit, write in one or two sentences what you have learned from the data you chose to show.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Celeste find her father?
2. Why did Celeste's father stay with Fergus Bacon rather than go back home? In you opinion, did he do the right thing?

Analyze the key paragraph.

Key Paragraph, p. 360

> *Papá nods. "It's true. Once in a while Fergus would find someone for me to care for. So I consoled myself by making myself useful—at least there were people who needed my help."*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

Movie Connections

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CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Watch the third part of the movie, usually 20 minutes of the film.

Setting	Characters	Time
Garcia's studio; street	René Saavedra, José Tomás Urrutia, Fernando, Eugenio García, Alberto Arancibia	31:21–34:10
Production studio	René Saavedra, Lucho Guzmán, Fernando, Eugenio Tironi	34:11–36:25
Campaign meeting room; street	René Saavedra, Ricardo, Político, Fernando, José Tomás Urrutia	36:26–42:19
René's house	René Saavedra, Verónica Carvajal	42:20–43:48
Lucho's office	René Saavedra, Lucho Guzmán	43:49–45:21
Courtyard	Lucho Guzmán, Minister Fernández	45:22–46:36
René's house	René Saavedra, Simón Saavedra, Carmen	46:37–48:39
Street; studio; field	René Saavedra, Fernando, José Tomás Urrutia, Alberto Arancibia	48:40–52:50

Note: In this movie, Eugenio García plays himself. He took part in the campaign and created the slogan "Chile, la alegría ya viene" Chile, happiness is coming.

Ask discussion questions.

1. How does Lucho Guzmán attempt to persuade René to stop working on the NO campaign? What implicit threats does he use and what bribe does he offer?
2. Ricardo is concerned that a campaign that focuses on happiness is unethical and calls it a "campaign of silence" because it does not acknowledge the pain caused by the dictatorship. Do you agree with Ricardo? Why or why not?
3. Why does Minister Fernández ask who is behind the NO campaign? What threat is conveyed through the vandalism at René's house?

Connect to the book you are reading today.

Connect the NO campaign theme to today's Key Paragraph. What is common to Celeste's father focus on providing medical care to people and the campaign's focus on a better future?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 16

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

What Happened to the Nobel-Prize Winning Poet, Pablo Neruda?

The poet, Pablo Neruda, was politically involved in the Communist party and a friend of the former president, Salvador Allende. The poet died on 23 September 1973, 12 days after the military coup. After many years of investigations, the Chilean government released a statement that Neruda was likely killed by Pinochet's secret service. In his memory, The Culture Committee of the Chamber of Deputies recently approved a bill that seeks to change the name of "Arturo Merino Benítez International Airport" to "Pablo Neruda International Airport."

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

scrawling (388)	somberly (388)	tremors (389)	disbelief (392)	gruffly (392)

READ

Review the timeline from the beginning every day.

Connection to Day 15

As part of the reading selection on Day 15, you have read about Celeste and Cristóbal's dangerous journey to find Celeste's father. Today you will read about the patience and hope of people waiting to see the familiar faces of those who disappeared. What was miracuouls in the way Celeste found her father? In your opinion, what was the more prevalent situation for others who were missing their family relatives?

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

Read the next six chapters in Part III: So Strange Here Sometimes (pp. 373–374); There will Always be a Young Person Who Remembers a Poem (pp. 375–379); I Knew There Would Be Changes (pp. 380–381); Julepe at Juana Ross (pp. 382–386); Tremors (pp. 387–390); and, Love Among Empty Spaces (pp. 391–394).

Setting	Characters	Pages
Celeste's home	Celeste, Celeste's mother	373–381
Juana Ross School	Celeste, Señorita Alvarado, Marisol, Cristóbal, Señor Castellanos	382–394

RESPOND

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

Students might mention:

- Celeste writes a letter to Tía Graciela.
- Celeste's mother promises to re-open the clinic.
- Celeste goes back to school. She finds out that some of her friends, including Lucila, are still missing.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Create an exhibit about art in Chile. You may include famous poets, such as Pablo Neruda, fine art, and other forms of art. Consider the following websites:

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- http://www.chileculture.org/arts-and-literature/
- https://www.widewalls.ch/chilean-culture-chile-art/
- http://www.mnba.cl/sitio/

Under your exhibit, write a paragraph about the value of art at times of war, conflict, and recovery from national trauma.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Celeste's mother survive the years of dictatorship in Chile?
2. What happened to Celeste's old classmates? Why is it hard to find out what happened to them?

Analyze the key paragraph.

Key Paragraph, p. 383

> *As I move closer toward that tall metal fence separating the courtyard from the street, I see many young children running around whom I don't recognize it all. That used to be us: me, Cristóbal, Ana, Gloria, Marisol, Lucila. Now I am one of the "big kids" in the eighth grade at the high school.*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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Movie Connections

CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Watch the third part of the movie, usually 20 minutes of the film.

Setting	Characters	Time
Studio; Editing Room	René Saavedra, Patricio Aylwin, José Tomás Urrutia, Político, Fernando	52:51–56:57
Production studio	René Saavedra, Patricio Bañados	56:58–01:01:49
NO Campaign meeting room	René Saavedra, Ricardo, Político, Fernando, José Tomás Urrutia	01:01:50–01:04:49
YES Campaign meeting room	Lucho Guzmán, Minister Fernández	01:04:49–01:06:42
René's house	René Saavedra, Verónica Carvajal	01:06:43–01:10:35
YES Campaign studio	Lucho Guzmán	01:10:36–01:11:43
House	René Saavedra, Alberto Arancibia, José Tomás Urrutia; Fernando	01:11:44–01:14:03

Notes: (1) In this movie, Patricio Aylwin Azócar plays himself. Patricio Aylwin was a Chilean politician from the Christian Democratic Party, lawyer, author, professor, and the first president of Chile after Pinochet. (2) In this movie, Patricio Bañados plays himself. Watch an original clip of his appearance on television in September 1988 at https://www.youtube.com/watch?v=4lSshCKawxY.

Ask discussion questions.

1. Why did Lucho Guzmán think that the NO campaign was better than the YES campaign?
2. Why did the NO Campaign staff pretend to leave with multiple copies of the ad tape?

Connect to the book you are reading today.

Connect the NO campaign theme to today's Key Paragraph. How does Celeste feel when she goes back to school? Is it sufficient that it is safe enough to go to school again? What promise of justice and truth do Chileans need to be able to return to normal life?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 17

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

What Were the Results of the 1989 Elections in Chile?

In October 1988, plebiscite opposed General Pinochet's remaining in office. On December 14, 1989, Chile held general elections for its presidency and Congress. Patricio Aylwin (pronounced pah-TREE-see-oh AIL-win), a former Senator and a leading member of the Christian Democratic Party, became the president of Chile in the years 1990–1994. One of his actions as president was to establish the National Commission on Truth and Reconciliation to investigate and document human rights violations during Pinochet's dictatorship.

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

overcast (404)	demonstration (405)	gestures (411)	immense (416)	interconnected (416)

READ

Review the timeline from the beginning every day.

Connection to Day 16

As part of the reading selection on Day 16, you have read about Celeste's frustration about the lack of action on behalf of teachers and other community members. Today, you will read about two types of civic action that Celeste takes part in: (1) taking part in a demonstration; and, (2) writing a letter to the president. Discuss the importance of civic engagement both to participants like Celeste and to a democratic society.

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

Read the next six chapters in Part III: The Elections (pp. 395–398); "I Should Still Continue to Be" (pp. 399–403); ¿Donde están? (pp. 400–408); She Used to Have all the Answers (pp. 409–410); The Assignment (pp. 411–413); and, My Dream for Chile (pp. 414–417).

Setting	Characters	Pages
Celeste's home	Celeste, Celeste's parents, Delfina, Abuela Frida	395–405
Plaza Aníbal Pinto	Celeste, Marisol, Cristóbal	405–408
Juana Ross School	Celeste, Señor Castellanos	409–413
Celeste's home	Celeste, Celeste's parents, Delfina, Abuela Frida	414–417

RESPOND

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

Students might mention:

- Celeste writes a letter to Mrs. Rose about the festivities and high turnout in the elections.
- Celeste starts teaching Delfina how to read and write.
- Celeste, Marisol, and Cristóbal participate in a demonstration near the government building, demanding for more actions to find the missing people. They hold a sign with Lucila's picture and name.
- Celeste submits a letter to the contest, 'My Dream for My Homeland.'

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Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Create an exhibit about your hopes and dreams for your community, state, or country. Under your exhibit, write a paragraph describing the graphic and how it expresses your hopes and dreams.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Celeste participate in the demonstration?
2. What hopes for Chile did Celeste express in her letter?
3. In your opinion, should high school students write to the government about their hopes for their country?

Analyze the key paragraph.

Key Paragraph, p. 416

> *I have learned that although the planet Earth is immense and diverse, our world is truly one. The swells of the same ocean move all of us in these interconnected lands that we only imagine as separate from one another. People like to think of themselves as individuals. But I believe that in our hearts here, Chileans know differently. We know the meaning of solidarity. We understand that what happens to a neighbor also happens to us.*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

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Movie Connections

CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Watch the next part of the movie, usually 20 minutes of the film.

Setting	Characters	Time
National Television Council	René Saavedra	01:14:04–01:14:46
YES Campaign Production studio	Lucho Guzmán	01:14:47–01:16:16
Multiple locations	José Tomás Urrutia, Lucho Guzmán, René Saavedra, Simón Saavedra	01:16:17–01:19:40
Verónica's apartment	René Saavedra, Verónica Carvajal, Simón Saavedra	01:19:41–01:21:32
Lucho's car; meeting room; helicopter	Lucho Guzmán, René Saavedra, client	01:21:33–01:24:45
Multiple locations	Minister Fernández; Lucho Guzmán, José Tomás Urrutia, René Saavedra	01:24:46–01:26:30
Studio	René Saavedra, Sandra, José Tomás Urrutia, Florcita Motuda; Alberto Arancibia; Fernando	01:26:31–01:30:40

Note: In this movie, the entertainer Raul Alarcon, known as Florcita Motuda plays himself. Florcita Motuda contributed popular political humor in support of the NO campaign.

Ask discussion questions.

1. How did the act of censoring the NO campaign backlash?
2. Why is René's response to Lucho's attempt to discredit his campaign is to add more humor? How would you respond if you were in René's position?

Connect to the book you are reading today.

Connect the NO campaign theme to today's Key Paragraph. How is the value of solidarity expressed in Celeste's letter and in the NO campaign?

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

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Character-Based Literacy Program 60-Minute Lesson Plan
I Lived on Butterfly Hill, Day 18

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.9-10.2

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Outcomes

CCSS.ELA-LITERACY.W.7.1; CCSS.ELA-LITERACY.W.8.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

PREPARE

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

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.

Background

Why Do Chileans Eat Grapes on New Year's Eve?

It is a Spanish tradition to eat twelve grapes at midnight on New Year's Eve, while wishing for twelve good months. It is believed that those who finish eating all the grapes (one by one) before the clock strikes twelve will have a year of prosperity and good luck. This tradition, along many others, such as wearing yellow clothes and eating lentils, are part of the New Year traditions in Chile.

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

rueful (419)	revelers (423)	labyrinth (430)	haphazardly (430)	abundance (437)

READ

Review the timeline from the beginning every day.

Connection to Day 17

As part of the reading selection on Day 17, you have learned about Celeste's participation in a demonstration. Today, you will read about another way Celeste is becoming a contributing member of her community. When Celeste goes beyond her grandmother request to use the hidden books for a traveling library, and uses her prize scholarship money to offer multiple locations of book access and reading classes, she is making a difference in her city. Discuss how teens can identify community needs and help their community thrive.

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

Read the last seven chapters in the book: Fireworks over the Harbor (pp. 418–423); The Secret Library (pp. 424–429); Treasures (pp. 430–432); The Skin of an Onion (pp. 433–436); Most of All, Be happy (pp. 437–439); A great Thing (pp. 440–443); Serendipity (444–446); La Gran Fiesta (447–450); and, the Epilogue: A Ship Called Hope (451–454) .

Setting	Characters	Pages
Celeste's home	Celeste, Celeste's mother	418–419
Vergara Pier	Celeste, Marisol, Cristóbal, Gloria	420–423
Celeste's home	Celeste, Celeste's mother, Delfina, Abuela Frida	424–436
Celeste parents' clinic; Celeste's home	Celeste, Cristóbal, Celeste's parents	437–443
Bakery, Celeste's home	Celeste, Don Alejandro, Celeste's parents, Abuela Frida, Cristóbal and his mother, Marisol, Gloria, Señorita Alvarado, Señor Castellanos, Delfina, Señora Atkinson, Tío Bernardo, Ingrid, El mago	444–450
Butterfly Hill	Celeste, Delfina, Señora Atkinson	451–454

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RESPOND

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

Students might mention:

- Celeste celebrates New Year's Eve with her friends and renews her friendship with Gloria.
- Abuela Frida tells Celeste about the books she has hidden and asks her to create a traveling library.
- A phone call from the Office of the President notifies Celeste that she has won the essay contest.
- Celeste's write to Presidente Espinoza asking for permission to use the scholarship money for the traveling library. The President approves her request.

Map Add to ongoing class activities like a KWL chart or map.

In this unit, you will create illustrations or infographics of a key topic from today's reading selection.

Today, you will create an infographic or illustration about literacy levels in Chile or other parts of the world or about the importance of literacy for people's wellbeing (e.g., happiness, character development, and employment).

There is no standard definition of literacy, and it is generally defined as the ability to read and write. Over the last two centuries, literacy levels in the world increased from 12 percent in 1820 to 83 percent today. According to a case study report, *Improvements in The Quality Of Basic Education Chile's experience*, published in 2014 by Wales et al., about 90 percent of the population in Chile in 1982 were literate. For global literacy levels you can use websites such as https://ourworldindata.org/literacy.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How do Celeste and Cristóbal plan to get people access to the traveling library?
2. In your opinion, did the volunteer work of Celeste's parents inspire her idea to use the scholarship money for the traveling library?
3. What did the guests celebrate in Celeste's surprise party?
4. How did various people contribute to the traveling library (based on the Epilogue)?

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Analyze the key paragraph.

Key Paragraph, p. 454

> *Yes, I am a refugee. And it is a beautiful word, a beautiful thing. I am an exile. That means I am a traveler of the world, and I belong to nothing but the things I love.*

EXTEND

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

In this unit, you will write an essay titled, A Compassionate Society. In this essay, you will address the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

Each day in this unit, add one paragraph to your essay.

Movie Connections

CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Watch the next part of the movie, usually 20 minutes of the film.

Setting	Characters	Time
Multiple locations	Patricio Aylwin; José Tomás Urrutia, Lucho Guzmán, René Saavedra, Simón Saavedra; Florcita Motuda; Alberto Arancibia; Fernando; Verónica Carvajal	01:30:41–01:35:03
Police station	René Saavedra, Simón Saavedra; Lucho Guzmán; Verónica Carvajal	01:35:04–01:36:44
René's house	René Saavedra, Patricio Bañados; Christopher Reeve; Jane Fonda; Richard Dreyfuss; Augusto Pinochet	01:36:45–01:40:47

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Setting	Characters	Time
Minister Fernández's house; street; NO Campaign headquarters	Minister Fernández; René Saavedra, Simón Saavedra; José Tomás Urrutia; Alberto Arancibia; Fernando	01:40:48–01:50:16
Advertising company office	Lucho Guzmán, René Saavedra	01:50:17–01:52:53

Note: In this movie, the entertainer Raul Alarcon, known as Florcita Motuda plays himself. Florcita Motuda contributed popular political humor in support of the NO campaign.

Ask discussion questions.

1. How did the international pressure to conduct a referendum as well as the international observers at the polls brought democracy back to Chile? What does this story teach us about the ethical responsibility of nations around the world?
2. What liberties did the NO campaign seek to restore?

Connect to the book you are reading today.

Connect the NO campaign theme to today's Key Paragraph. Why is the message of hope and happiness so powerful?

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

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