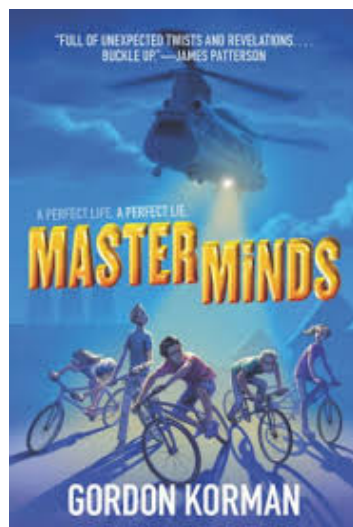
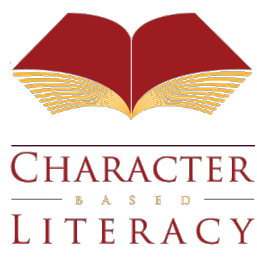


Masterminds



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Author Gordon Korman

Publisher Balzer + Bray

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Genre Science fiction

Synopsis Eli and his friends live in the perfect New Mexico town called Serenity. When one friend leaves Serenity, Eli begins to realize that home is not what he thought it was. Using daring plans, Eli and his friends uncover the truth of where they live and what they are.

Themes Friendship, Courage, Experiments, Genetics

Notes (1) This book is the first in a series. The last chapter does not offer a full resolution. (2) Some activities in this unit require internet access.

Curriculum Connections This unit includes activities that connect to the topic of heredity and genetics in the middle school science curriculum.

Character-Based Literacy Program Independent Study

Lesson Plan, *Masterminds*, Week 1



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What Characterizes Utopia?

The concept of utopia refers to an ideal community or society. This word was coined by Sir Thomas More (1477–1535) who used it to describe a perfect imaginary world. In utopian societies, citizens have all of their needs fulfilled. By imagining an utopian society, readers can explore what modern society should strive to accomplish and the extent to which utopia is possible.

What is free will?

Free will is defined as the ability to act independently and do the things you want to do. When you have free will you make choices on your own and are not confined to a plan created by others. You can choose one thing among several alternatives to live your life in the best possible way. However, having free will does not preclude the duty of people to be law-abiding and socially responsible. Possessing the freedom for self-determination still require individuals to abide by moral codes and the norms and laws of their family, school, city, and country.

What characterizes close friendships?

Close friendships often have three main traits: integrity, caring, and congeniality. Integrity means there is trust, loyalty, and honesty in a friendship. Someone may express this trait when they say “I feel free to talk to my friend about almost anything.” Caring means there is empathy, help, and support in a friendship. This trait is seen when people say “my friend would listen if I talked about my problems.” Congeniality means that the friends are fun to be around and help build self-confidence; “having fun with my friends make me feel good about myself.”

What is a rebellion?

A rebellion is an uprising of people who are refusing to accept the current status or order. To rebel is to resist authority and act in a manner that defies convention. Those who lead a rebellion are often seeking social or political change; or rebel as a way to express themselves. Civilians may challenge rules and dissent against policies that they see as discriminatory or harmful. Dissent does not necessarily mean lack of loyalty or patriotism, as it is directed towards regulations rather than civil identity.

What is ethical research?

Research provides the empirical information needed for accurate awareness and understanding of the world around us. When doing research, it is important to do it in an ethical way. Ethical research considers factors before, during, and after the research process. One of the most important factors is how the research impacts the study participants and those informed by the study results. Researchers have to treat human participants with dignity and respect. That includes providing information about the purpose and the value of the study. Another ethical responsibility of the researchers is to protect the confidentiality and well-being of the participants. Ethical research findings are accurate and based on unbiased methods of data collection and analysis.

Word Wall Here are twenty-five vocabulary words to define and add to the Word Wall.

serenity (1)	sentries (9)	impenetrable (13)	shudder (20)	contentment (24)
solidarity (35)	immaculate (38)	hurtling (40)	flustered (53)	classified (53)
smothers (56)	foreground (64)	coincidence (67)	sheepishly (69)	floundering (77)
census (82)	fiddling (84)	bureaucracy (86)	flabbergasted (87)	bristle (94)
cascade (100)	dubious (101)	groggy (101)	ally (102)	earnestly (108)

Review the timeline from the beginning every day.

Start at the beginning and review the story so far. Note the setting and main characters.

Read the selection.

Read pages 1–117 in the book, *Masterminds*.

RESPOND

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

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

Enter the timeline into the table on the following page.

Masterminds Week 1 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

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

This reading lesson will include a scientific exploration of genes and genetic modification that pairs with *Masterminds* exploration of the relationship between genetics, ethics, and identity. At the end of the lesson, you can have a higher concept of genetics as it relates to the book's themes, can have analyzed ethical concepts, and can have formulated a deeper understanding of the character's situations.

Lessons one–four provide a foundational understanding of DNA and genes. Lessons 5–7 introduce genetically modified organisms and ethical analysis of gene modification. Lessons 8–12 introduce cloning and ethical analysis of cloning. Lesson 13 focuses on traits that are both inherited and obtained through experiences.

Write about the concept in your own words or draw a picture depicting the main idea. Use the worksheet titled “**Exploration of Genes and Genetic Modification.**” The worksheet has a numbered section for each day.

Day 1

Today, you will research DNA and genes.

Click [here](#) to watch a short video about DNA. After the video, read the sections entitled “DNA is all the same chemical,” “The human genome,” and “Your DNA makes you unique.”

If the hyperlink does not work, you can find the information by copying and pasting this URL <https://learn.genetics.utah.edu/content/basics/dna>. Or you can visit <https://learn.genetics.utah.edu>, click on Basic Genetics, click on the video “What are DNA & Genes?”

Write about the concept in your own words or draw a picture depicting the main idea. Use the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 2

Today, you will watch a five-minute video called “Things you may not know about DNA.” Write notes as the video plays.

You can access the video by clicking [here](#).

If the hyperlink does not work, you can copy and paste this URL: <https://learn.genetics.utah.edu/content/basics/dnathings>. Or visit <https://learn.genetics.utah.edu>, click on Basic Genetics, click on the video “Things you may not know about DNA”

Write about the concept in your own words or draw a picture depicting the main idea. Use the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 3

Today, you will research the inside of a cell.

Click [here](#) for an interactive view of both animal cells and plant cells. Find the nucleus in the animal cell, what is the nucleus doing? What differences do you see between the animal and plant cells?

If the hyperlink does not work, you can copy and paste this URL <https://learn.genetics.utah.edu/content/cells/insideacell/>. Or visit <https://learn.genetics.utah.edu>, click on Amazing Cells, click on Inside a Cell

Write about the concept in your own words or draw a picture depicting the main idea. Use the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 4

Today, use a computer to research Gregor Mendel and his experiments with peas. What did Mendel discover about genes and inheritance? What is being inherited?

Write about the concept in your own words or draw a picture depicting the main idea. Use the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 5

Today, use a computer to research Genetically Modified Organisms (GMO). What does it mean for something to be genetically modified?

Analyze

1. Consider these questions as you research. Are GMO products doing more good than harm? Are GMO products helping communities? Can GMO products have risks?
2. Is it ethical to modify an organism if it risks altering the organism's integrity?

Write about the concept in your own words or draw a picture depicting the main idea. Use the worksheet titled “**Exploration of Genes and Genetic Modification.**”

EXPLORE

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

1. Where is Serenity?

The location of Serenity becomes important throughout the book. For this activity, look up a map of New Mexico. Use the map to locate Carson National Forest and the city of Taos. Using these two locations as a reference, try to visualize where the fictional town of Serenity would be. We know Serenity borders the forest and is 80 miles from Taos. Notice how isolated Serenity would be from other geographic locations.

2. Newspaper

Throughout this lesson, you will create a newspaper that explores life in Serenity.

Independent Study, Week 1
Masterminds

Begin by looking at a local newspaper for inspiration. Notice the range of topics (i.e. sports, columns, headlines, etc.). What parts of the paper stand out the most to you?

Once the local paper has been analyzed, make a plan for the newspaper you will create. Make a name for the newspaper, decide what this paper will focus on, the sections it will include, and the target audience it will primarily address.

3. Plan

The first task for the newspaper is to write a headline news story about a major event from the reading. Today you will decide on the content of this section. Make a plan for the headline story based on the following questions.

Questions to think about:

Who/what is the headline story about?

What happened? When did it occur? Where did it take place?

Why is the story important?

4. Write

Today you will create the newspaper page based on the plan made in Day 3.

You will need either a computer or 8.5x11 paper; typing is preferred but neat, legible handwriting is acceptable too. Write at least 200 words.

At the end of the activity, save the news story for the last day.

5. Plan

The next task for the newspaper is to write as if you are reporting live from Serenity. Offer a first-person perspective of an event, as if they were there observing it. For example, you could write as if you are at Serenity school.

Today you will decide on the content of this section. Make a plan for the report based on the following questions.

Questions to think about:

Who/what do you want to report about?

What happened? When did it occur? Where did it take place?

Why is the story important?

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapters 1–2 (pp. 1–33)

1. What ideas support Eli's hunch that his dad may not be telling the truth about the helicopter?
2. How would you describe an "honor system?"
3. Why do you think the *Pax* prints different news than *USA Today*?
4. Why did Amber hide the *USA Today* newspaper?

Chapters 3–4 (pp. 34–54)

1. Why does Malik feel frustrated with his life in Serenity?
2. How has Randy changed since being told he would be moving to Colorado?
3. What is the significance of Randy saying he will write to Eli?

Chapters 5–6 (pp. 55–79)

1. Hector's mom describes him as *valuable*. What might she mean by this?
2. What does it mean for an industry to be green?
3. Why do you think Randy could not give Eli the letter before leaving Serenity?

Chapters 7–8 (pp. 80–98)

1. What evidence supports Eli's view that something strange is happening in Serenity?
2. Why does Eli feel a rush of independence when he confronts his dad about the Boston Tea Party?
3. Did Tori make a wise choice in telling her friends about the letter from Randy?
4. Is it ethical that anybody can check who lives in Serenity, who their kids are, and what their job is? Why or why not?

Chapters 9–10 (pp. 99–117)

1. Did Eli make a wise choice to tell Mrs. Delaney about not taking the medicine?
2. Why did Serenity change the Pledge of Allegiance from "one nation under god with liberty and justice for all" to "one nation under god with unity and gladness for all?" (p. 112).

Analyze the key paragraph.

Key Paragraph, p. 30

"One thing bothers me, though. Why doesn't the *Pax* print the bad stories that are in the *USA Today*? Is it because we don't have to worry about things like murder? Just because we live here doesn't mean we shouldn't know about the outside world. What about someone like poor Randy? When he gets to his grandparents, will he be ready?"

Key Paragraph, p. 53

"She gives me a mischievous grin, which makes her appear even younger. 'That's classified, mister.'"

“Classified?”

“You know,” she explains, “like government secrets.” She stares at me, puzzled that I don’t understand.”

“It’s not honest to keep secrets,” I say.

“Sometimes things have to be kept from us for our own good. Like national security. If the president told everybody his plan for that, he’d also be telling the enemy.”

“I’m even more confused. “who’s the enemy?”

“She looks flustered. “well, there isn’t one now. I’m just explaining why certain information has to be classified.”

Key Paragraph, p. 68-69

“Eli answered his own question. ‘I think he did write. I think he wrote before he even left. There’s a message for me here somewhere.’

There are about a million things wrong with that logic. For example, if Randy already knew what he wanted to say before he left, why didn’t he just say it? What could be so secret? We don’t keep secrets here.”

Key Paragraph, p. 82

“Our town is so small that it’s easy to keep a running census. The information is open access. Anyone can go on the internet and check who lives here, who their kids are, and what their job is—except the Surety, who are kept anonymous.”

Key Paragraph, p. 103–104

“I’ll always remember those afternoons as the time that I leave Serenity for good. Not physically, of course. But that’s when the whole idea of the town—the honesty, harmony, and contentment— ceases to have meaning for me. I’m lying to them, and I don’t even feel bad about it, because they’re lying to me. It may look like harmony in my room, but that’s all phony. And for sure, I’m not feeling very content about it.”

Instructions

1. What does Eli mean when he says he left, but not physically?
2. Does being lied to justify lying to the same people?

EXTEND

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

In this unit, you will write about key virtues that are either central or missing in Serenity. Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

PP. 1–33

Today’s virtue is honesty – one of the three Essential Qualities of Serenity.

- Define honesty and provide an example from the story.

Independent Study, Week 1
Masterminds

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PP. 34–54

Today's virtue is contentment – one of the core subjects in Serenity School.

- Define contentment and use example from the text or the real world.
- Include your opinion on ways in which schools can promote students' sense of contentment.

PP. 55–79

Today's virtue is harmony – one of the three Essential Qualities of Serenity.

- Define harmony and provide an example from the story or real life.
- Does harmony mean complete agreement on ideals or interests?
- In your opinion, is harmony defined differently by an authoritarian government (leadership that requires blind submission to authority) versus a democratic government (leadership that support freedom of thought and action)?

PP. 80–98

Today's virtue is trust.

- Define trust and provide an example from the text or from real life.
- What makes a person trustworthy?
- What makes websites and online articles trustworthy?

PP. 99–117

Today's virtues are liberty and justice.

- Serenity's pledge of allegiance emphasizes unity instead of liberty, and gladness instead of justice.
 - Define liberty and justice, provide an example from the book or real life.
 - Why do they emphasize unity and gladness?
 - Under what circumstances should people choose liberty and justice over unity?

Exploration of Genes and Genetic Modification

1

2

3

4

Exploration of Genes and Genetic Modification

5

6

7

Exploration of Genes and Genetic Modification

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Exploration of Genes and Genetic Modification

11

12

13

Character-Based Literacy Program Independent Study Lesson Plan, *Masterminds*, Week 2



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

Is it moral to deny access to information?

Deliberately limiting access to information that is relevant and valuable, and which does not compromise the security of others, is unethical. Limiting access to information can take different shapes. For example, when African American slaves were denied education, lack of literacy skills limited their access to printed information. When dictatorships censor and filter the print and online media, they limit public access to valuable information about current events. Treating individuals with respect and dignity includes allowing them to make informed decisions based on relevant facts.

Why do scientific experiments have a control group?

A control group is used so researchers can attribute the observed outcomes to the hypothesized predictor. For example, researchers are studying if nutrients help a plant grow faster. One plant is given nutrients and the other is given standard water. The one given water is in the control group. Since the plant was only given water, it provides a comparison of how the nutrients affected the other plants growth. Both the control group and the experiment group are treated the same way and exposed to the same environment, this way it is easier to observe how the experiment is working.

What is the nature versus nurture debate?

The nature versus nurture debate questions which factors have a stronger influence on human behavior: biological factors (e.g., genes and heredity) or social factors (e.g., home environment and education). Are we born a particular way, or do we acquire traits throughout life? The nature side of the argument sees that a person is primarily influenced by their genetic inheritance and biology. The nurture side sees that a person is primarily influenced by external things such as exposure to the environment and learning. Some researchers in the scientific field say a person is influenced by both.

What does it mean to have autonomy?

Autonomy refers to a person's degree of independence. Everybody has some level of autonomy in their lives, although the amount may differ depending on the situation. For example, children have limited autonomy in where they live, but may have more autonomy when choosing how to dress, how to play, and how to behave. When we use

this ability to decide for ourselves and chose what actions to take, we are practicing personal autonomy.

How do people handle grief and loss?

When people experience some form of loss or grief, there are five stages that are generally experienced: denial, anger, bargaining, depression, and acceptance. People often start in a state of denial, they do not want to believe the loss has occurred. Next people often feel anger. During bargaining people try to negotiate a way to prevent the loss from occurring. When bargains do not work, people begin to feel sad about the loss. When people reach acceptance, they accept the loss has occurred. Even though these are presented as stages, some people skip a stage, and some alternate between them. Imagine the stages as fluid rather than linear.

Word Wall Here are twenty-five vocabulary words to define and add to the Word Wall.

surge (118)	scamper (121)	muster (123)	deceived (133)	blustery (136)
droning (148)	churn (152)	leverage (155)	grueling (174)	excruciating (175)
pseudo (181)	harrowing (188)	momentous (189)	undaunted (195)	callous (200)
dazed (204)	adamant (205)	infuriating (212)	prospect (215)	stifle (222)
quarry (235)	commotion (236)	hunker (239)	breach (243)	seethes (250)

Review the timeline from the beginning every day.

Start at the beginning and review the story so far. Note the setting and main characters.

Read the selection.

Read pages 118–257 in the book, *Masterminds*.

RESPOND

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

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

Enter the timeline into the table on the following page.

Masterminds Week 2 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

[illegible]

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

This week you will continue exploring genetics and genetic modifications.

Day 6

Today, you will research food containing genetically modified organisms (GMO).

Click [here](#) to read the sections “What would you do in the following situation?” and “genetically modified: what exactly are we talking about?”

If the hyperlink does not work, copy and paste this URL

<https://learn.genetics.utah.edu/content/science/gmfoods/>.

Or visit <https://learn.genetics.utah.edu>, click on Genetic Science, click on Genetically Modified Foods.

Analyze

1. What do farmers have to consider when they modify food for their communities?
2. Is it ethical for the U.S. to distribute genetically modified products without informing consumers that modifications have occurred?

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 7

Today, you will research why cotton would be genetically modified.

What are the benefits to introducing new traits to the plants? How are these plants different?

You can click [here](#) to read about “The evolution of cotton.”

If the hyperlink does not work, you can copy and paste the URL

<https://learn.genetics.utah.edu/content/cotton/evolution/>. Or go to

<https://learn.genetics.utah.edu>, click on Cotton, and click on The Evolution of Cotton

Analyze

1. Is it ethical for humans to change the structure of nature to be stronger and more durable?
2. What are the risks and benefits to consider when modifying an organism to make it more durable?

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 8

Independent Study, Week 2

Masterminds

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Today, you will research cloning. What is a genetic clone? What part of a clone is identical?

Click [here](#) to read the page titled “What is Cloning?”

If the hyperlink does not work, copy and paste the URL <https://learn.genetics.utah.edu/content/cloning/whatiscloning/>. Or visit <https://learn.genetics.utah.edu>, click on Cloning, click on What is Cloning?

Analyze

1. Would a clone maintain a sense of uniqueness if they are a genetic copy of another person?
2. Would a clone be given the dignity to be an individual person?

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 9

Today, you will research why cloning occurs. What are scientists trying to do with cloning technology?

Click [here](#) for read the sections “Cloning in Medicine” and “Reproducing a Deceased Pet.”

If the hyperlink does not work, copy and paste the URL <https://learn.genetics.utah.edu/content/cloning/whyclone/>. Or visit <https://learn.genetics.utah.edu>, click on Cloning, click on Why Clone?

Analyze

1. We read that a clone is not always identical. Is it ethical to clone an organism if there is a risk that the clone will have a different genetic presentation?
2. People debate the ethics of cloning because there is a risk for the clone to develop medical complications. Why is this an important consideration?

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 10

Today, you will use a computer to research animals that have been cloned. What was the first successfully cloned animal? What is the most recently cloned animal?

A helpful website can be accessed [here](#), or by copying and pasting this URL <https://www.genome.gov/25020028/cloning-fact-sheet/>

Analyze

1. Considering there are potential applications and potential drawbacks of cloning animals, is it ethical to take the risks?

-
2. People debate that the animals could be exploited; meaning that the cloned animals would be created for the sake of others, not for the benefit of the animal species. Why is this an ethical concern?
3. The characters in the book were cloned for the purpose of experimentation. Is that ethical, or is that exploitation? Explain.

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

EXPLORE

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

This week you will continue the newspaper activity.

6. Write

Today you will create the newspaper page based on the plan made in Day 5.

You will need either a computer or 8.5x11 paper; typing is preferred but neat, legible handwriting is acceptable too. Write at least 200 words.

At the end of the activity, save the news story for the last day.

7. Plan

The next task for the newspaper is to make the cartoon section of the newspaper.

Today you will decide on the content of this section. Think of a title or caption for the image.

Questions to think about:

What images are important to help readers understand Serenity?

Are there any symbols or icons that are relevant to the town?

8. Draw

Draw your image or cartoon based on the plan made in Day 7. Add as many details as possible. You will need 8.5x11 paper, crayons, markers, or colored pencils.

9. Plan

The next task for the newspaper is to make the article section of the newspaper.

Today you will decide on the content of this section. Your article will be about an important event or activity occurring in Serenity. It can be an activity the whole town knows about, or an activity only a few characters know about.

Questions to think about:

Why is this event/ activity important?

What happened? When did it occur? Where did it take place?

Independent Study, Week 2

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Who is present?

10. Write

Today you will create the newspaper page based on the plan made in Day 9.

You will need either a computer or 8.5x11 paper; typing is preferred but neat, legible handwriting is acceptable too. Write at least 200 words.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapters 11–12 (pp. 118–143)

1. Why did Hector follow Malik to the Plastic Works?
2. Is it ethical to photograph people and their homes without them knowing?
3. Compare Eli and Tori's attitudes towards lying from the first chapters to chapter 12. What differences can you see? How have their attitudes changed?

Chapters 13–14 (pp. 144–179)

1. How did the Surety patrol miss seeing Eli, Hector, Tori, and Malik?
2. How did Hector's small stature help him on this mission?
3. Why do you think only 11 kids from Serenity are studied?

Chapters 15–16 (pp. 180–201)

1. What could have happened if Eli confronted his father with the truth about Serenity?
2. Why was Project Osiris considered unethical?

Chapters 17, 18, 19 (202–229)

1. Do you think Eli, Tori, Hector, and Malik should tell the other Osiris kids what they learned? Why or why not?
2. Why do you think Malik wants to meet the person he is cloned from?
3. What evidence do we have that Tori has a strong will? Do you think that's her personality or her genes?

Chapters 20–21 (pp. 230–257)

1. Did Mrs. Delaney make a wise choice to help Eli, Tori, Amber, Malik, and Hector?
2. Why do you think Amber turned against Serenity so quickly?
3. What purpose might the Serenity Cup serve in the experiment?

Analyze the key paragraph.

Key Paragraph, p. 128–129

"It's worse than that," I tell him. "The Purples, everybody who works at the school, or the factory—"

"Our parents!" moans Tori.

"It's the whole lot of them," Malik adds angrily. "Every adult in Happy Valley."

Independent Study, Week 2

Masterminds

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“Right,” I agree. “And if they control our internet, and they control our school, and they control our town, then we can’t trust anything we think we know about our lives!”

Instructions

1. Do you agree that they cannot trust what they know about their lives? Explain.
2. What areas of their lives can they still trust?

Key Paragraph, p. 171–172

“I don’t feel special. I feel violated, invaded, and extremely creeped out. I feel like I’m some kind of lab rat!”

Tori is visibly upset. “Don’t try to make sense of this! None of this makes any sense! I’m supposed to be Osiris 9! It’s on notes signed by my own parents! What’s an Osiris?”

“I’m so gobsmacked that I’ve forgotten where I am and what I’m doing. At that moment, my mind is a boiling whirlwind of questions. One question, really: *Why?* Why have eleven kids been studied since the minute they were born?”

Key Paragraph, p. 186

“I want so much to reach her, but fear has made her completely close herself off.”

“Remember,” she persists, “you promised you wouldn’t tell. Even if you think you’re helping me, you’re not.”

“What has her so scared? She’s with *me*; her parents love her; our town looks after us 100 percent. How could she have found something wrong when everything’s so totally right?”

Instructions

1. Give an example of how fear make us become closed off.
2. Why is Amber resistant to believe her best friend?

Key Paragraph, p. 205

“Tori covers her face with her hands. “I can’t believe we’re *criminals*. I can only imagine the terrible things we must have done!”

“Stop right there,” Eli orders. “*We* haven’t done anything. Even if we’re exact doubles of people who’ve committed crimes, we’re innocent. Don’t ever forget that.”

“That was the whole purpose of the experiment,” I put in. “To prove that we can be good even though we’re clones of bad people.”

Key Paragraph, p. 245–246

“Mrs. Delaney, “Eli begins, “I don’t know how we can ever thank you—“

“You can’t,” she interrupts, almost coldly. “This never happened, so there’s nothing to be grateful for. I’ll keep your secret just this once, because it’s my secret too. But I’m *not* on your side. I’m not on anyone’s side, and I intend to keep it that way.”

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

PP. 118–143

Today's virtue is moral courage.

- Eli and his friends show moral courage when they are ready to take risks to find out the truth about Randy and Serenity.
 - How would you define moral courage?
 - Provide at least one example of moral courage from real world situations or another book.

PP. 144–179

Today's virtue is perseverance.

- Eli, Malik, Hector, and Tori displayed perseverance during their tour of the factory.
 - How would you define perseverance?
 - Provide at least one example of perseverance from real world situations or another book.

PP. 180–201

Today's virtue is adaptability.

- Eli and his friends made a startling realization about themselves. They will have to adapt this information into their view of themselves and Serenity.
 - How would you define adaptability?
 - Provide at least five examples of how Eli and his friends will have to adapt.

PP. 202–229

Today's virtue is compassion.

In times of hardship, friends show each other compassion.

- What does compassion mean to you?
- How are the characters showing each other compassion after learning about Project Osiris?
- Provide examples of any character who does not show compassion for others.

PP. 230–257

Mrs. Delaney helps Eli, Amber, Malik, Tori, and Hector allude the Surety.

- Put yourself in Mrs. Delaney's perspective and write about what she might be thinking, doing, and seeing.
- Choose one of these virtues and explain when Mrs. Delaney exhibits it: courage, compassion, honesty, integrity.

Character-Based Literacy Program Independent Study

Lesson Plan, *Masterminds*, Week 3



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

PREPARE

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

What is the fight-or-flight-or freeze response?

Fight-or-flight is a biological and physical response to a fearful situation. When a person experiences fear the brain triggers certain hormones to help react to the stimuli or retreat away from it; the body reacts in ways to help us survive. This response is characterized by racing heart, anxiety, sweating, and shaking. Sometimes people are so scared that they feel frozen in place, such as a deer in the headlights of a car. An example on flight is a person seeing a lion loose in the park and running away for survival. An example on fight is a person feeling angry and embarrassed after being criticized, so they feel their fists clench and a desire to yell.

What does it mean to have courage?

Having courage means a person is willing to confront an uncertain or frightening situation. A person can show courage physically by being present in the situation, or morally by acting courageously in a situation. For example, a firefighter shows physical courage by running into a burning building and moral courage by choosing to do the right thing for others. Having courage is having bravery and standing up for what you think is right.

What is resiliency?

Resiliency is the process of navigating difficult situations, hardship, and stress and being able to cope or adapt. Resiliency involves changing both actions, thoughts, and behaviors in ways that help a person recover. People can become resilient by making goals, having confidence, communicating with others, problem solving, and managing emotions. The way a person recovers is unique to them, and is something everyone can do. Groups of people can show resiliency too, as seen by communities rebuilding their neighborhoods after natural disasters.

Word Wall Here are fifteen vocabulary words to define and add to the Word Wall.

colossal (259)	abashed (260)	pursuing (266)	determination (268)	triumph (286)
barrage (287)	quaver (291)	clatter (292)	lousy (296)	vigil (300)
ravenous (305)	desolation (306)	murky (308)	retorts (311)	murmur (322)

Review the timeline from the beginning every day.

Start at the beginning and review the story so far. Note the setting and main characters.

Read the selection.

Read pages 258–323 in the book, *Masterminds*.

RESPOND

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

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

Enter the timeline into the table on the following page.

Masterminds Week 3 Timeline

Instructions: Think about what you read today and begin your timeline

- First, *get the facts*: who, what, when, where, why
- Then, decide on the most important events.
- Write one sentence per event.

[illegible]

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

This week you will continue exploring genetics and genetic modifications.

Day 11

Today, you will read a timeline of cloning. How many years have passed since the first experiment?

Click [here](#) to read “The History of Cloning.”

If the hyperlink does not work, copy and paste the URL

<https://learn.genetics.utah.edu/content/cloning/clonezone/>. Or visit

<https://learn.genetics.utah.edu>, click on Cloning, click on “The History of Cloning.”

Analyze

1. What sort of cautions would scientists have to take to prevent harm on the organisms they study?
2. Why did scientists begin with relatively simple organisms rather than complex mammals?

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 12

Today, you will practice cloning Mimi the mouse on an interactive webpage.

Click [here](#) for the activity “Click and Clone.”

If the URL does not work, copy and paste this URL

<https://learn.genetics.utah.edu/content/cloning/clickandclone/>. Or visit

<https://learn.genetics.utah.edu>, click on Cloning, click on “Click and Clone.”

Analyze

1. Mini-Mimi became a clone of Mimi. Although Mini-Mimi looks like Mimi, they are now individual mice. Because Mini-Mimi is an individual, she has the right to an open future. This means that Mini-Mimi is not expected to be just like the mouse she is cloned from, rather she is given the potential to be any kind of mouse she wants to be.
2. How would the idea of an open future pertain to a human clone? Would you expect the clone to be just like the person it was cloned from? Or are they free to develop into the type of person they want to be?
3. Relate the right to an open future to the character in the book. Were they given this right?

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

Day 13

Today, you will learn about traits. Notice the types of traits that are inherited and those that are influenced by the environment.

Click [here](#) to watch a short video called “What are Traits?” and read “Identical twins: same DNA, different environment.”

If the hyperlink does not work, copy and paste the URL <https://learn.genetics.utah.edu/content/basics/traits/>. Or visit <https://learn.genetics.utah.edu>, click on Basic Genetics, click on “What are Traits?”

Analyze

1. Clones can be seen as identical twins that are born at different times. Even though they are identical in their DNA, twins and clones are not guaranteed to be exact duplicates. What is your reaction to the statement: “You are more than your genes.”
2. Is it ethical to treat a person a certain way based on their genetics? What other traits should be considered?
3. Consider the character in the book. What traits do you think they developed genetically, and which to you think they learned from the environment?

Write about the concept in your own words or draw a picture depicting the main idea using the worksheet titled “**Exploration of Genes and Genetic Modification.**”

EXPLORE

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

This week you will finish the newspaper activity.

11. Plan

The last task for the newspaper is to interview a character. Think of a character you would like to interview.

Questions to think about:

- Who is the character and why did you select them?
- What do you want to know about them?
- Where is the character? What are they doing?

12. Write

Today you will create the newspaper page based on the plan made in Day 11.

You will need either a computer or 8.5x11 paper; typing is preferred but neat, legible handwriting is acceptable too.

Think of at least 5 questions you would ask the character and 5 answers the character may give. Provide as many details as possible.

At the end of the activity, save the news story for the last day.

13. Going to press

Today the newspaper is going to press. Combine the five news stories you created into one completed product.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapters 23–24 (pp. 258–286)

1. Hector calls Project Osiris “immoral.” What evidence do we have to support this statement?
2. How is the relationship Amber has with her parents different now than it was at the beginning of the book? What feelings have changed?
3. After Eli hits Bryan Delaney with a hoe handle he thinks an apology to Mrs. Delaney. Why does Eli apologize to her and not to Bryan Delaney?

Chapters 25–26 (pp. 287–304)

1. What evidence do we have that Tori showed a lot of strength, both physically and mentally?
2. Why do you think Malik was angry at Hector for not jumping off the factory truck in time?
3. What motivated Tori, Amber, Malik, and Eli to keep walking through the forest?

Chapter 27 (pp. 305–323)

1. Why do you think people in the city were startled to see Eli, Malik, Amber, and Tori?
2. How was the label “toxic element” impacted Malik’s view of himself?
3. Is it wise for Eli, Malik, Amber, and Tori to trust Randy? Why or why not?

Analyze the key paragraph.

Key Paragraph, p. 285–286

“I am scraped and bruised and bleeding all over. Everything hurts, and yet for some reason, I feel terrific. It takes a moment before I realize why. The paralyzing headache and nausea are gone. When the truck blew up, it took the barrier generator with it. A rush of exhilaration comes over me. The walls of our prison were never brick and mortar, but they were just as real. For the first time in our lives, we’re free.”

Key Paragraph, p. 297

Independent Study, Week 3
Masterminds

“Here’s what haunts me: If we didn’t have to rush our plan in order to get *me* out of Happy Valley before Weeding Day, could we have come up with a better way to do it that didn’t get Hector killed? If I didn’t cheat on tests and gorge myself on cookies and cupcakes and get myself classified as “toxic”; if I wasn’t such a big *jerk*, would Hector still be alive?”

Instructions

1. What emotions are Hector feeling in this moment?
2. Do you think Malik is justified in feeling responsible? Why or why not?

Key Paragraph, p. 306

“Project Osiris is officially over.”

“Is it?” Amber’s not quite so sure. “The whole point of Osiris was to raise us in an ideal environment. Maybe we just lived up to everything our parents expected us to turn into in the first place—the criminal masterminds we’re cloned from.”

Instructions

1. Did Eli, Malik, Amber, Tori, and Hector act like masterminds? How so?
2. Do you think they lived up to their genetic expectations or defied them? Provide examples.

EXTEND

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

Write 1–2 paragraphs. Provide evidence from the text. Use as many details as possible.

PP. 258–286

Today’s virtue is self-reliance.

- Eli, Amber, Tori, Hector, and Malik have left Serenity. Now that they do not have people to take care of them, they need to rely on themselves and each other.
 - Provide at least two examples of how the characters need to be self-reliant.
 - Provide at least two examples of how the characters need to be reliant on each other.

PP. 287–304

Today’s virtue is optimism.

- Eli, Malik, Tori, and Amber are optimistic as they journey through the forest.
 - What is your definition of optimism?
 - Provide at least 3 examples of optimism from the text and how it helps the characters.

Final Writing Product

Your final writing product will be an argumentative essay in response to the following question:

Did Eli and his friends live up to their genetic destiny? Why or why not?

Your essay should include at least 250 words (one page double-spaced).

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

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

Create a timeline to organize your writing schedule.

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

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