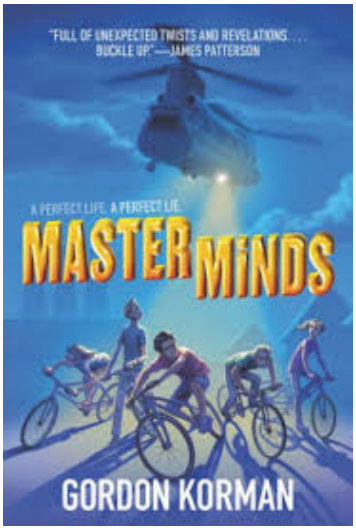
Masterminds



ISBN-13	978-0-06-229999-4
Author	Gordon Korman
Publisher	Balzer + Bray
Copyright	2015
Lexile	730
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 topics of heredity and genetics in the middle school science curriculum.

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

serenity (1)	sentries (9)	impenetrable (13)	shudder (20)	contentment (24)

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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 Chapters "1: Eli Frieden, 2: Amber Laska" (pp. 1–33)

Setting	Characters	Pages
Randy's house	Eli, Randy	1–8
Old County Six Road	Eli, Randy	8–12
Serenity Health Clinic	Eli, Mr. Frieden	12–18
Serenity schoolyard	Amber, Randy Tori, Malik, Hector,	19–24
Serenity classroom	Amber, Tori, Hector, Malik	24–25
In the park	Amber, a work crew from *Ray's Tree Service*	25–28
Amber's house	Amber, Amber's parents, Tori	28–33

RESPOND

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

Students might mention:

- Eli and Randy try to ride their bikes out of town to see an old sports car. This is the farthest Eli has ever been from home.
- Eli falls ill during the bike ride and is airlifted to the Health Clinic by members of the Surety.
- Randy announces he is moving to Colorado to live with his grandparents.
- Amber recounts obtaining a copy of *USA Today* four months earlier.

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, students 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 1–4 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.

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Students will either write about the concept in their own words or draw a picture depicting the main idea. Students can use the worksheet titled "**Exploration of Genes and Genetic Modification.**" The worksheet has a numbered section for each day.

Today, Day 1, 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?"

Draw a picture or write a description to explain the concept in Box 1 of the worksheet "Exploration of Genes and Genetic Modification."

EXPLORE

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

The location of Serenity becomes important throughout the book. For this activity Students will 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 boarders the forest and is 80 miles from Taos. Notice how isolated Serenity would be from other geographic locations.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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 T*oday?
4. Why did Amber hide the *USA Today* newspaper?

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?"

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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.

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

- Define honesty and provide an example from the story.

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

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

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Exploration of Genes and Genetic Modification

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Exploration of Genes and Genetic Modification

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Exploration of Genes and Genetic Modification

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Exploration of Genes and Genetic Modification

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

solidarity (35)	immaculate (38)	hurtling (40)	flustered (53)	classified (53)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "3: Malik Bruder," and "4: Eli Frieden" (pp. 34–54)

Setting	Characters	Pages
Serenity	Malik	34–36
Skateboarding through town, Fellowship Avenue	Malik, Hector	37–41
Outside Serenity Plastic Works	Malik, Hector, driver	41–42
Randy's house	Eli, Randy, Randy's mom	43–45
Serenity school	Randy, Serenity school staff, classmates	45–48
Randy's departure	Eli, Randy, Randy's parents and sister	48–49
Serenity school cafeteria and swimming pool	Eli, Mrs. Delaney	50–54

RESPOND

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

Students might mention:

- Malik and Hector ride their skateboards through town. Malik prevents Hector from crashing into a truck leaving Serenity Plastic Works.
- Randy begins to act differently and appears to be emotionally distant from Eli and their classmates.
- Randy departs for Colorado with his parents and younger sister.

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

Today, Day 2, 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.

Or 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"

Draw a picture or write a description to explain what you learned in box 2 of the worksheet.

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EXPLORE

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

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

Begin by looking at a local newspaper for inspiration. Encourage students to notice the range of topics (i.e. sports, columns, headlines, etc.) and ask what parts of the paper stand out to them the most.

Once the local paper has been analyzed, make a plan for a newspaper collaborative project. Invite students to nominate and vote on names for the newspaper. Discuss what this paper will focus on; the sections it will include; andthe target audience it will primarily address.

Discussion Ask discussion questions.

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

Analyze the key paragraph.

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."

Instructions

1. Underline or highlight all of the words that express an emotion. Are Mrs. Delaney and Eli feeling mostly happy, awkward, curious, or angry in this paragraph?
2. Do you agree with Mrs. Delaney that some things should be maintained classified? Think of at least one example of information that should be accessible only to some people.

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EXTEND

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

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.

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.”

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

smothers (56)	foreground (64)	coincidence (67)	sheepishly (69)	floundering (77)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "5: Hector Amani, 6: Tori Pritel" (pp. 55–79)

Setting	Characters	Pages
Hector's house	Hector, Malik, Stanley Cole, Stanley's family, Hector's parents	55–62
Tori's house	Tori, Tori's dad	63–67
Randy's house	Tori, Eli	67–79

RESPOND

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

Students might mention:

- Hector remembers an event from his childhood., His dad saved him from a diamondback snake and his mother expressed that Hector was "valuable."
- Tori and Eli sneak into Randy's treehouse to look for a letter.
- Eli finds the letter from Randy in the pool filter.
- Eli reads the letter from Randy in which Randy calls Eli "special" and warns him to protect himself.

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

Today, Day 3, 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

Draw a picture or write a description to explain the concept in box 3 of the worksheet.

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EXPLORE

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

Today for the classroom newspaper the students will be assigned their newspaper section.

Divide students into five groups and assign one section to each group. The assigned sections will rotate between the groups five times, so all of the groups will have each section once. Ensure students stay in their group so they can experience each section during the course of the unit.

Group 1: headline news
Group 2: reporters
Group 3: cartoonists
Group 4: article writers
Group 5: interviewers

- The headline newsgroup will write about a major event from the reading.
- The reporters will offer a first-person perspective of an event, as if they were a person in Serenity.
- The cartoonists can draw part of Serenity or create one of the Purple People Eater Cards described in the chapters.
- The article writers will write about an event or activity occurring in Serenity, such as preparation for Serenity Day.
- The interviewer group will write interview questions and answers as if they are interviewing a character of their choosing.

After each group has their section assignment, provide time for the students to discuss and agree the content of their section.

Questions to think about:
Who/what is the article 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.
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?

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Analyze the key paragraph.

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."

EXTEND

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

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)?

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

census (82)	fiddling (84)	bureaucracy (86)	flabbergasted (87)	bristle (94)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "7: Eli Frieden, 8: Malik Bruder" (pp. 80–98)

Setting	Characters	Pages
Serenity school	Eli, Tori, classmates, Mrs. Laska, Malik, Hector, Amber	80–82
Eli's house	Eli, Mr. Frieden	82–91
Malik's house	Malik, Malik's parents	92–94
Serenity school	Eli, Stanley, Melanie, Tori, Amber, Hector, Mrs. Laska	94–98

RESPOND

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

Students might mention:

- Eli is able to access new information online during the storm.
- Eli confronts his dad about truthfulness and shows him the letter from Randy.
- Malik's dad rushes to Eli's house because Eli has relapsed in his illness.
- Malik begins to question if something "screwy" is happening.

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

Today, Day 4, use a computer to research Gregor Mendel and his experiments with peas. What did Mendel discover about genes and inheritance? What is being inherited?

Draw a picture or write a description to explain the concept in box 4 of the worksheet.

EXPLORE

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

Today for the classroom newspaper the students will create their newspaper page based on their plan made the previous day. Provide students with either computers or 8.5x11 paper; typing is prefered but neat, legible handwriting is acceptable too. The cartoonists can use markers, crayons, or colored pencils to make their picture and caption.

At the end of the activity, ask each group to save their news story for the last day.

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Discussion Ask discussion questions.

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

Analyze the key paragraph.

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."

EXTEND

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

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?

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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

cascade (100)	dubious (101)	groggy (101)	ally (102)	earnestly (108)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "9: Eli Frieden, 10: Tori Pritel" (pp. 99–117)

Setting	Characters	Pages
Eli's House	Eli, Mr. Frieden, Dr. Bruder	99–105
Eli's backyard	Eli, Mrs. Delaney	105–108
Serenity school	Tori, Amber, Malik, Mrs. Laska	109–111
Outside Eli's house	Tori	111–112
Serenity school	Tori, Eli, Mrs. Laska, Malik	112–117

RESPOND

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

Students might mention:

- Eli realizes that his dad and Dr. Bruder are giving him medication to make him forget Randy's letter.
- Eli stops taking the medication.
- Tori, Malik, and Eli share what they know about Serenity.

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

Today, Day 5, 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 it if risks altering the organism's integrity?

Draw a picture or write a description to explain the concept in box 5 of the worksheet.

EXPLORE

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

Today for the classroom newspaper the students will be assigned their next writing topic.

The assigned newspaper sections will rotate.

Group 1: interviewers
Group 2: headline news
Group 3: reporters

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Group 4: cartoonists
Group 5: article writers

After each group has their assignment, provide time for the students to discuss a plan and agree on their topic. Groups cannot choose a topic that has already been covered by another group.

Questions to think about:
Who is the story 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.
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. 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.

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?

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

surge (118)	scamper (121)	muster (123)	deceived (133)	blustery (136)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "11: Eli Frieden, 12: Tori Pritel" (pp. 118–143)

Setting	Characters	Pages
Serenity streets	Eli, Malik, Tori	118–120
Serenity Plastics Works	Eli, Malik, Tori, Hector	120–130
Tori's house	Tori, Tori's parents	131–132
Serenity Plastic Works	Tori, Eli, Malik, Hector	133–135
Tori's house	Tori, Malik, Eli, Hector	136
Streets around Serenity Plastic Works	Tori, Malik, Eli, Hector, Dr. Bruder	136–139
Serenity Plastic Works	Tori, Malik, Eli, Hector	139–143

RESPOND

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

Students might mention:

- Eli, Tori, Malik, and Hector scale the fence surrounding the Plastic Works and look for a way to enter the factory.
- Eli gains access to the factory Wi-Fi and surfs real websites.
- Eli, Tori, Malik, and Hector create a kite to take aerial photos of the factory.

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

Today, Day 6, 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?

Draw a picture or write a description to explain the concept in box 6 of the worksheet.

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EXPLORE

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

Today for the classroom newspaper the students will create their newspaper page based on their plan made the previous day. Provide students with either computers or 8.5x11 paper; typing is prefered but neat, legible handwriting is acceptable too. The cartoonists can use markers, crayons, or colored pencils to make their picture and caption.

At the end of the activity, ask each group to save their news story for the last day.

Discussion Ask discussion questions.

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

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."
"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?

EXTEND

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

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.

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

droning (148)	churn (152)	leverage (155)	grueling (174)	excruciating (175)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "13: Malik Bruder, 14: Hector Amani " (pp. 144–179)

Setting	Characters	Pages
Malik's house	Malik, Malik's parents, Hector, Mr. Amani	144–148
Serenity Plastic Works	Malik, Hector, Eli, Tori	148–156
Serenity Plastic Works roof	Malik, Hector, Eli, Tori	156–160
Factory ventilation system	Hector, Eli, Tori	160–164
Security station	Hector, Eli, Tori	164–166
Publishing office and conference room	Hector, Eli, Tori	167–173
Factory ventilation system	Hector, Eli, Tori	174–177
Serenity Plastic Works roof	Hector, Eli, Tori, Malik	177–179

RESPOND

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

Students might mention:

- Eli, Tori, Hector, and Malik climb to the top of the Plastic Works factory.
- Eli, Tori, and Hector navigate the ventilation system and learn that the factory is not real.
- Eli, Tori, and Hector find a conference room with photographs and charts documenting 11 Serenity kids with the title Osiris.

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

Today, Day 7, 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?

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Draw a picture or write a description to explain the concept in box 7 of the worksheet.

EXPLORE

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

Today for the classroom newspaper the students will be assigned their next writing topic.

The assigned newspaper sections will rotate.
Group 1: artice writers
Group 2: interviewers
Group 3: headline news
Group 4: reporters
Group 5: cartoonists

After each group has their assignment, provide time for the students to discuss a plan and agree on their topic. Groups cannot choose a topic that has already been covered by another group.

Questions to think about:
Who is the story 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.
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?

Analyze the key paragraph.

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?"

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EXTEND

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

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.

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

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

Tori discovers her hidden talent of athleticism. Reflect on a talent or skill you have, or one you want to develop. What is this talent and what do you like about it?

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

pseudo (181)	harrowing (188)	momentous (189)	undaunted (195)	callous (200)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "15: Amber Laska, 16: Eli Frieden" (pp. 180–201)

Setting	Characters	Pages
Amber's house	Amber, Mrs. Laska	180–182
Tori's house	Tori, Amber	182–187
Serenity school	Eli, Malik, Hector, Tori	188–194
Grass outside Serenity Plastic Works	Eli	194–201

RESPOND

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

Students might mention:

- Amber finds the pictures of the conference room in Tori's room and confronts her about them. When Tori explains, Amber does not believe her.
- Eli uses the factory Wi-Fi to search Osiris. He finds an article about Project Osiris and realized he and his friends are part of an experiment.

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

Today, Day 8, 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?

Draw a picture or write a description to explain the concept in box 8 of the worksheet.

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EXPLORE

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

Today for the classroom newspaper the students will create their newspaper page based on their plan made the previous day. Provide students with either computers or 8.5x11 paper; typing is prefered but neat, legible handwriting is acceptable too. The cartoonists can use markers, crayons, or colored pencils to make their picture and caption.

At the end of the activity, ask each group to save their news story for the last day.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.
1. What could have happened if Eli confronted his father with the truth about Serenity?
2. Why was Project Osiris considered unethical?

United Nations Declaration on Human Cloning (2005)

Read the full story here

or by visiting https://www.un.org/press/en/2005/ga10333.doc.htm

Cloning in the United States

Read the story here

or by visiting https://www.npr.org/news/specials/cloning/faq_blanknav.html

Analyze the key paragraph.

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?

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EXTEND

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

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.

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

dazed (204)	adamant (205)	infuriating (212)	prospect (215)	stifle (222)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters
"17: Hector Amani, 18: Eli Frieden, 19: Tori Pritel" (pp. 202–229)

Setting	Characters	Pages
Outside Serenity Plastic Works factory	Hector, Eli, Malik, Tori	202–209
Eli's house	Eli	210–212
After school	Eli, Malik, Hector	212–215
Serenity school	Eli, Mrs. Delaney,	216–217
Tori's house	Tori, Tor's parents, Amber	218–223
Eli's house	Tori, Eli	223–224
After school	Tori, Eli, Hector, Malik	224–227
Tori's house	Tori, Tori's parents	227–228
Amber's house	Tori, Amber	228–229

RESPOND

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

Students might mention:

- Hector tells Eli, Malik, and Tori that they need to leave Serenity.
- Tori overhears her parents talking about Malik needing to be "weeded" out once he turns 14. Hearing them talk helps her decide that she needs to leave Serenity with Hector, Malik, and Eli.

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

Today, Day 9, 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?

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Draw a picture or write a description to explain the concept in box 9 of the worksheet.

EXPLORE

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

Today for the classroom newspaper the students will be assigned their next writing topic.

The assigned newspaper sections will rotate.

Group 1: cartoonists
Group 2: article writers
Group 3: interviewers
Group 4: headline news
Group 5: reporters

After each group has their assignment, provide time for the students to discuss a plan and agree on their topic. Groups cannot choose a topic that has already been covered by another group.

Questions to think about:
Who is the story 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.
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?

Analyze the key paragraph.

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."

EXTEND

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

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.

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

quarry (235)	commotion (236)	hunker (239)	breach (243)	seethes (250)

READ

Review the timeline from the beginning every day.

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

Read the Chapters "20: Amber Laska, 21: Malik Bruder" (pp. 230–257)

Setting	Characters	Pages
Amber's house	Amber	230–234
Old County Six	Amber, Tori, Malik, Hector, Eli	234–238
Under a rock formation	Amber, Tori, Malik, Hector, Eli, Surety	239–241
Mrs. Delaney's truck	Mrs. Delaney, Amber, Tori, Malik, Hector, Eli	242–246
Amber's house	Amber	246–247
Outside Serenity Plastic Works factory	Amber, Tori, Malik, Hector, Tori	248–253
Walking around Serenity	Amber, Tori, Malik, Hector, Tori	254–257

RESPOND

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

Students might mention:

- Amber follows Tori, Malik, Hector, and Eli as they ride their bikes out of town.
- Amber realizes that Serenity is not the town she thought it was and wants to get revenge on her parents.
- Eli, Tori, Amber, Malik, and Hector search Serenity for the source of the invisible barrier out of town.

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

Today, Day 10, 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?

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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.

Draw a picture or write a description to explain the concept in box 10.

EXPLORE

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

Today for the classroom newspaper the students will create their newspaper page based on their plan made the previous day.

At the end of the activity, ask each group to save their news story for the last day.

Discussion Ask discussion questions.

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

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 <u>one</u> of these virtues and explain when Mrs. Delaney exhibits it: courage, compassion, honesty, integrity.

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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 lose 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.

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

colossal (259)	abashed (260)	pursuing (266)	determination (268)	triumph (286)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters
"22: Eli Frieden, 23: Amber Laska, 24: Eli Frieden" (pp. 258–286)

Setting	Characters	Pages
Eli' house	Eli, Mr. Frieden	258–262
Serenity school	Eli, Tori, Amber, Malik, Hector, Mrs. Delaney	262–266
Amber's house	Amber	267–269
Serenity Day Celebration	Town of Serenity	269–273
Serenity Plastic Works factory truck	Eli, Malik, Alexander the Grape, Bryan Delaney, two Surety in a golf cart.	274–279
Serenity park and driving down Old County Six	Eli, Malik, Tori, Amber, Hector, two Surety in a golf cart.	279–284
Carson National Forest	Eli, Tori, Amber, Malik, Hector	284-286

RESPOND

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

Students might mention:

- Eli uses video games to practice driving.
- Eli, Malik, Hector, Amber, and Tori use the fireworks as a diversion so they can leave the Serenity Day festivities unnoticed.
- Eli, Malik, Hector, Amber, and Tori use the factory cone truck to leave Serenity.
- Eli instructs everyone to jump out of the truck before it crashes.

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

Today, Day 11, 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?

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Draw a picture or write a description to explain the concept in box 11 of the worksheet.

EXPLORE

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

Today for the classroom newspaper the students will be assigned their last writing topic.

The assigned newspaper sections will rotate.
Group 1: reporters
Group 2: cartoonists
Group 3: article writers
Group 4: interviewers
Group 5: headline news

After each group has their assignment, provide time for the students to discuss a plan and agree on their topic. Groups cannot choose a topic that has already been covered by another group.

Questions to think about:
Who is the story 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.
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?

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."

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EXTEND

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

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.

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 12

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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.

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

barrage (287)	quaver (291)	clatter (292)	lousy (296)	vigil (300)

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READ

Review the timeline from the beginning every day.

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

Read the Chapters "25: Tori Pritel, 26: Malik Bruder" (pp. 287–304)

Setting	Characters	Pages
Carson National Forest	Tori, Malik, Amber, Eli	287–300
Waiting by the train tracks	Tori, Malik, Amber, Eli	300–302
On the train	Tori, Malik, Amber, Eli	302–304

RESPOND

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

Students might mention:

- Tori, Malik, Amber, and Eli find each other in the forest after jumping out of the factory truck. They cannot find Hector and think he may not have jumped in time.
- Malik mourns the loss of Hector but Eli says they have to keep moving.
- Amber, Tori, Eli, and Malik board a passing train by jumping into an open boxcar.

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

Today, Day 12, 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-Mini 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?

Draw a picture or write a description to explain the concept in box 12.

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EXPLORE

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

Today for the classroom newspaper the students will create their last newspaper page based on their plan made the previous day.

At the end of the activity, ask each group to save their news story for the last day.

Discussion Ask discussion questions.

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

Analyze the key paragraph.

Key Paragraph, p. 297
"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?

EXTEND

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

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.

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

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

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Character-Based Literacy Program 90-Minute Lesson Plan
Masterminds, Day 13

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.6.1; CCSS.ELA-LITERACY.RL.6.2; CCSS.ELA-LITERACY.RL.6.4; CCSS.ELA-LITERACY.RL.6.5
CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.4; CCSS.ELA-LITERACY.RL.7.5; CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.2; CCSS.ELA-LITERACY.RL.8.4; CCSS.ELA-LITERACY.RL.8.5
Cite textual evidence to support analysis; determine a theme or central idea of a text; determine the meaning of words and phrases. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Writing Outcomes

CCSS.ELA-LITERACY.W.6.2; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.W.8.2
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.

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.

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

ravenous (305)	desolation (306)	murky (308)	retorts (311)	murmur (322)

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READ

Review the timeline from the beginning every day.

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

Read Chapter "27: Eli Frieden" (pp. 305–323)

Setting	Characters	Pages
In the boxcar of the train	Eli, Tori, Malik, Amber	305–314
Running away from the train	Eli, Tori, Malik, Amber, train security	314–316
Downtown	Eli, Tori, Malik, Amber, taxi driver	316–319
McNally Academy	Eli, Tori, Malik, Amber, Randy	319–323

RESPOND

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

Students might mention:

- Eli realizes the name in the factory conference room was Bartholomew Glen, and thinks that one of the Osiris kids was cloned from him.
- Eli, Malik, Amber, and Tori enter a city for the first time.
- Eli, Malik, Amber, and Tori take a taxi to McNally Academy and find Randy.

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

Today, Day 13, 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?

Draw a picture or write a description to explain the concept in box 13.

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EXPLORE

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

Today the newspaper is going to press. Have each group combine the five news stories they created and give a five-minute presentation to the class. Groups can present on a particular story or the newspaper as a whole.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why do you think people in the city were startled to see Eli, Malik, Amber, and Tori?
2. How as 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. 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.

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?

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

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.

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- There is a logical progression from one paragraph to the next.
- The essay ends with a strong conclusion.

Create a timeline to organize your writing schedule.

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

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

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

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