Outcomes for Today

Standards Focus
Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
   a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d.) Establish and maintain a formal style.
   e.) Provide a concluding statement or section that follows from and supports the argument presented.
Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings. Clarify multiple meanings. Use context and reference materials.
SL3. Delineate a speaker’s argument and specific claims, distinguishing claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

Literacy in History/Social Studies/Science &Technical Subjects

RLHSS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

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

   Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

   Respect - every person has worth and a right to respect: it is a human minimum.
   Justice- justice requires that people be treated in a way that is fair and just.
   Restraint- justice shows up in the things I don't say, or don't do, because it would harm another person.
   Power- power and control should be consistent with rights.
   Emotions- expressions of emotion should be real and not manipulative or instrumental.
   Skills- restraint requires good skills for coping and cooperation as well as to consider all of the alternatives and then make the best choice.
Links to Curacao history and information:
http://www.iexplore.com/dmap/Curacao/History
http://worldatlas.com/webimage/countrys/carib.htm

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

Introduce 5 important, useful words from today’s reading


READ

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

Start at the beginning and review the story so far
- mention the setting and main character
- point to each timeline item as you quickly review it

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

<table>
<thead>
<tr>
<th>p. 9-17</th>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willemstad, Curacao</td>
<td>The Germans</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>February 1942</td>
<td>Phillip, his mother and father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phillip’s house</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside near the fort of Willemstad on the pontoon bridge</td>
<td>Phillip, his Dutch friend Henrik van Boven</td>
<td>11-13</td>
<td></td>
</tr>
<tr>
<td>Phillip’s house</td>
<td>Phillip, his mother &amp; father</td>
<td>13-17</td>
<td></td>
</tr>
</tbody>
</table>

RESPOND

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

Discuss the reading and add 3-5 events to the timeline

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

Have students begin a large wall map of the Caribbean. It should extend to Panama, as that’s where Phillip’s journey ends. Plan to do a large map of The Cay as well. Students will add to it each day, and map Phillip’s journey through the end of the book. You could use the map as a place to post your timeline, as well. Instructions on mapping are on the following pages.
Locate Curacao, and draw it on your map.

Map

Materials:
- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.
1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today’s reading, place a mark where the story left off.
1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.
1. Decide if any of the places in today’s reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map
1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don’t actually know where they are.

EXPLORE

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

Begin a KWL chart on World War II.
and/or
Begin a KWL chart on surviving on a deserted island.

KWL Chart: What You Know, Want to Know, and Learn

Materials:
- KWL Chart

Step One: Read the chapter or segment you wish to analyze
Step Two: Fill out the K [know] column: what do you know?
1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?
1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?
1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart
1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, or in a small group

Character Contrasts

1. Fill out the Chart by writing in their own words how they feel about living on the island.

<table>
<thead>
<tr>
<th>Character</th>
<th>Feelings about living on the island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillip</td>
<td></td>
</tr>
<tr>
<td>Mom</td>
<td></td>
</tr>
<tr>
<td>Dad</td>
<td></td>
</tr>
</tbody>
</table>

2. How do the character’s feelings about the island give you clues to each person’s personality?
Name _______________________________________

<table>
<thead>
<tr>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know?</td>
<td>What do you want to know?</td>
<td>What have you learned?</td>
</tr>
</tbody>
</table>
8. **Discussion** Ask discussion questions of all 9 types.

**Key Questions**
1. Why do you think the book is dedicated “To Dr. King’s dream?” What does this imply the book might be about?
2. What is the German navy’s motivation for blowing up oil tankers? Is this an effective war strategy?
3. What kinds of strategies have we used in the war in Iraq and Afghanistan? Is this similar to what the Germans did in Curacao?
4. What kind of relationship do Phillip’s parents have right now?
5. What do you predict might happen to Phillip and his parents now that the war has come to their island?

9. **Analyze** Analyze the key paragraph.

**Key Paragraph**
My mother, I knew, had not wanted to come to Curacao in late 1939, but my father had argued that he was needed for the war effort even though the United States was not at war then. Royal Dutch Shell had borrowed him from his American company because he was an expert in refineries and gasoline production. But the moment she saw it, my mother decided she didn’t like Curacao and she often complained about the smell of gas and oil whenever the trade winds died down (16.)

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

Even before they moved to Curacao, Phillip’s parents had different opinions of the move. Write an argumentative paragraph in which you answer all of the following questions: Be sure to support your claims with clear reasons.

- Based on what you know so far, do you think moving was the right thing to do? Why or why not?
- What was Phillip’s father’s view of the move? Why did he think they should move to Curacao?
- What was Phillips’s mom’s view of the move? Why did she feel this way?
- Do you think Phillip wanted to move? Why?
- Should his parents have taken his opinion into account? Why or why not?
- Should one person’s view count more than the others? Tell why or why not and defend your opinion.
- Do you think this family is acted with justice while making this decision to move? Why?
## Argumentative Paragraph template

<table>
<thead>
<tr>
<th>Should Phillip’s family have moved? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was father’s view of the move? Why?</td>
</tr>
<tr>
<td>What was mother’s view of the move? Why?</td>
</tr>
<tr>
<td>What was Phillip’s view of the move? Why?</td>
</tr>
<tr>
<td>Should the parents listen to Phillip? Why?</td>
</tr>
<tr>
<td>Should one person’s view count more than the others? Who’s and why?</td>
</tr>
<tr>
<td>Did they handle this decision in just manner? Why?</td>
</tr>
</tbody>
</table>

### 11. Close

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

Extend the reading to the student’s lives or to the world.
Outcomes for Today

Standards Focus
Common Core Focus

W1. Write arguments to support claims with clear reasons and relevant evidence.
   a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
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   c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d.) Establish and maintain a formal style.
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Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.4 Determine the meaning of works and phrases as they are used in a text

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What do the initials on boats stand for?

Caribbean Islands (from the Library of Congress)

World War II

At the outbreak of World War II, the United States assumed Britain’s defense responsibilities in the Caribbean. In September 1940, the two countries agreed to the Lend-Lease Agreement (also called the Bases-for-Destroyers Agreement). It involved the loan of forty out-of-date American destroyers in return for leasing, rent free for ninety-nine years, British naval and air bases on five British West Indian islands--the Bahamas, Jamaica, Antigua, St. Lucia, and Trinidad and Tobago--as well as British Guiana, Bermuda, and Newfoundland. The Lend-Lease Agreement was signed formally in London on March 27, 1941.
Under its terms, the United States established eleven military bases in the area (and in Bermuda) and quickly transformed five British colonies in the West Indies into outposts of Caribbean defense for use against German submarine warfare. After President Franklin D. Roosevelt designated the Caribbean as a coastal frontier, the Eastern Caribbean became the forward edge of American defense strategy during the war. American strategists at that time referred to the West Indies as "the bulwark that we watch."

The strategic significance of the Caribbean became evident during the war. More than 50 percent of the supplies sent to Europe and Africa from the United States were shipped from ports in the Gulf of Mexico. One year after the Pearl Harbor attack, the United States Caribbean Defense Command reached a total of 119,000 personnel, half of them stationed in Panama to protect the canal from Japanese attack. Although the expected Japanese attack did not come, the Germans inflicted massive damage on shipping in the Caribbean in 1942. German submarines even slipped into the region’s small harbors to shell shore targets and to sink cargo ships at anchor. By the end of the year, U-boats operating in the Caribbean had sunk 336 ships, at least half of which were oil tankers, with a total weight of 1.5 million tons.

- For a list of U.S. ships sunk in the Caribbean during WWII see: http://www.usmm.org/carib.html

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

- gloom – 20
- precious – 20
- mutiny – 21
- defying – 24
- clenched - 26

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

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

p. 18-27

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillip’s house</td>
<td>Phillip, his parents</td>
<td>18-20</td>
</tr>
<tr>
<td>The islands of Aruba and Curacao</td>
<td>Phillip, his parents, the people of the islands</td>
<td>20-22</td>
</tr>
<tr>
<td>The harbor</td>
<td>The people of the islands</td>
<td>22-23</td>
</tr>
<tr>
<td>Phillip’s house</td>
<td>Phillip, his parents</td>
<td>23-25</td>
</tr>
<tr>
<td>The S.S. Hato</td>
<td>Phillip, his parents, other passengers</td>
<td>25-27</td>
</tr>
</tbody>
</table>

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

Discuss the reading and add 3-5 events to the timeline.
6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?
   - Locate Aruba, and draw it on your map.

EXPLORE

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

Phillip must pack on short notice. Knowing that there is a chance that the ship he is on will be torpedoed; create a suitcase bookmark that shows what you think Phillip should be taking with him on his journey.

**Bookmark: Suitcase Bookmark**

**Materials:**
- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

**Step One: Make a list of things you would take with you if you in a suitcase.**

1. Imagine that you are going to be moving around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

**Comment:** This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

**Step Two: Make a bookmark like a suitcase full of things you would take.**

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

**Step Three: As you read the story you can add things to your suitcase.**

**Variations of this Bookmark**

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life size if you want, or wall size, or 3D.
Variations for Writing

3. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road.
4. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What dangers would Phillip and his mother face if they went back to the U.S.?
2. How did the destruction of the Empire Tern affect Phillip’s community?
3. Why does Phillip want to stay with his father?
4. Is Phillip’s mother a coward? Is she acting in a just manner? Why?
5. If you were Phillip, would you want to stay with your father or leave with your mother? Why?
6. What would be the most respectful and just choice? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph

Suddenly, I felt hollow inside. Then I became angry and accused her of being a coward. She told me to go off to school. I said I hated her (24.)

EXTEND

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

Justice Requires Restraint. Write an argumentative paragraph responding to the above paragraph. Be sure to answer the following questions and support your claims with clear reasons and relevant evidence. Write a concluding statement.

- Is Phillip showing justice or restraint toward his mother in this chapter?
- Do you believe his mother is a coward? Why?
- Why is she forcing Phillip to leave Curacao against his will?
- Is this the right thing to do? Why or why not?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Phillip showing justice or restraint toward his mother in this chapter? Give at least 2 examples to support your claim.</td>
<td></td>
</tr>
<tr>
<td>Do you believe his mother is a coward? Why?</td>
<td></td>
</tr>
<tr>
<td>Why is she forcing Phillip to leave Curacao against his will?</td>
<td></td>
</tr>
<tr>
<td>Is this the right or just thing to do? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>What is your concluding statement?</td>
<td>For these reasons……</td>
</tr>
</tbody>
</table>

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

Extend the reading to the student’s lives or to the world
Character Based Literacy Program Lesson Plan
The Cay, Day 3

Outcomes for Today

Standards Focus

Common Core Focus

W1. Write arguments to support claims with clear reasons and relevant evidence.
   a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
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Writing10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences writing disciplines, tasks and audiences.

W10. Write arguments to support claims with clear reasons and relevant evidence.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL10. By the end of the year, read and comprehend literature, including stories, dramas, poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

L.4 Determine the meaning of works and phrases as they are used in a text

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science &Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

http://www.pressanykey.com/cgi-bin/survival.cgi
If possible, have students take this online quiz that tests their lifeboat survival instincts. Have a contest with a reward for the person with the highest overall survival IQ. If students cannot have internet access, but the teacher can, have the students discuss options, and submit a class decision online.

Cross-curricular connections to Science:
   Learn about buoyancy and the anatomy of a sinking ship in
   www.youtube.com/watch?v=dnU3_GKSoxc
2. **Wordwall** Here are five vocabulary words to teach and add to the Word Wall.

<table>
<thead>
<tr>
<th>Word</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>constantly</td>
<td>28</td>
</tr>
<tr>
<td>ignited</td>
<td>30</td>
</tr>
<tr>
<td>rare</td>
<td>33</td>
</tr>
<tr>
<td>outrageous</td>
<td>34</td>
</tr>
<tr>
<td>shelter</td>
<td>36</td>
</tr>
</tbody>
</table>

**READ**

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

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

**p. 28-38**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <em>Hato</em></td>
<td>Phillip, his mother, the captain, the boat’s crew</td>
<td>28-30</td>
</tr>
<tr>
<td>A Lifeboat</td>
<td>Phillip, Timothy, Stew Cat</td>
<td>30-38</td>
</tr>
</tbody>
</table>

**RESPOND**

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

Discuss the reading and add 3-5 events to the timeline.

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

- Map Phillip’s journey on the *Hato*... what direction would it have gone?
- Locate where the *Hato* might have sunk, and draw it on your map.

**EXPLORE**

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

Complete a 1g6 Setting Chart for the lifeboat. Later, you will complete one for the Cay as well. The chart is on the next page.

**Fill out the Setting Chart**

1. Describe the place where the story takes place in the *where* box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the *when* box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the *time* box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the *weather* box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.
<table>
<thead>
<tr>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Weather</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Discussion  Ask discussion questions of all 9 types.

Key Questions
1. What is the tone of this chapter?
2. Why do you think the author chooses this particular tone?
3. How do the crew and passengers react to the sinking of the Hato?
4. What is Phillip’s initial reaction to Timothy? Is it just or respectful?
5. How does Timothy treat Phillip? Why?
6. How would you react to Phillip if you were Timothy? What would you do in his place?

9. Analyze  Analyze the key paragraph.

Key Passage  Although I hadn’t thought so before, I was now beginning to believe that my mother was right. She didn’t like them. She didn’t like it when Henrik and I would go down to St. Anna Bay and play near the schooners. But it was always fun. The black people would laugh at us and toss us bananas or papayas. She’d say, when she knew where we’d been, “They are not the same as you, Phillip. They are different and they live differently. That’s the way it must be.” Henrik, who’d grown up in Curacao with them, couldn’t understand why my mother felt this way (36-37.)

EXTEND

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

Write an argumentative paragraph explaining how Phillip feels about people of color, and how you believe he should treat Timothy in this situation. Support your ideas with clear reasons and relevant evidence. Make sure you end your paragraph with a concluding statement. Remember: Justice Requires Restraint. Be sure to address the following:
• What would be the just way for Phillip to behave?
• What did Phillip’s mother mean by the statement above? Why would she feel that way?
• What kind of relationship did she want her son to have with people of different races?
• What was Phillip’s original opinion on the issue? Why?
• How has that changed now that he’s with Timothy?

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

Extend the reading to the student’s lives or to the world
Outcomes for Today

Standards Focus
Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
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RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems in grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

L.4 Determine the meaning of works and phrases as they are used in a text

L.3. Use knowledge of language and its conventions when writing, speaking reading or listening.
   a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy.

SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Literacy in History/Social Studies/Science &Technical Subjects

RLHS 6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.


How many of those symptoms did Phillip exhibit before he went blind?

For current statistics and information about blindness in the United States, visit the American Foundation for the Blind at: http://www.afb.org/Section.asp?SectionID=15
2. Wordwall  Here are five vocabulary words to teach and add to the Word Wall.

| recollection – 41 | separating – 44 | unbearable – 44 | haze – 44 | shuddering – 45 |

READ

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

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

| p. 39-46 |
| Setting | Characters | Pages |
| The lifeboat | Phillip, Timothy, Stew Cat | 39-46 |

RESPOND

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

Discuss the reading and add 3-5 events to the timeline.

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

- Where is the lifeboat today?
- Mark where Phillip might have gone blind.

EXPLORE

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

Begin an open mind portrait for Timothy.

We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy's mind?

- You might also consider beginning a double open mind portrait that includes both Phillip and Timothy.
- Open Mind Portrait instructions follow.

Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:
- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired
Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing
1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

8. Discussion Ask discussion questions of all 9 types.

Key Questions
1. What is Timothy’s background?
2. Do you believe Timothy is well prepared for survival?
3. What has happened to Phillip?
4. How would you react to finding out you were blind?
5. Why does Timothy tell Phillip the story about the man he knew who went blind temporarily?

9. Analyze Analyze the key paragraph.

Key Paragraph
I remember that at one point my fear turned to anger. Anger at Timothy for not letting me stay in the water with my mother, and anger at her because I was on the raft. I began hitting him and I remember him saying, “If dat will make you bettah, go ‘ead” (46.)

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

At the end of the reading, Phillip becomes very angry. Write an argumentative paragraph with clear reasons and relevant evidence answering the following questions:
- Why is Phillip angry? Give clear reasons.
- Who is he really angry with? Why?
- Does Phillip have a right to be angry?
- Is it ever ok to be angry with another person because of your life circumstances? Why?
- Is he treating Timothy with justice or restraint in this case? Give evidence.
- Why does Timothy respond to Phillip the way he does?
- Why is this a good way to treat Phillip right now?

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

Extend the reading to the student’s lives or to the world.
Character Based Literacy Program Lesson Plan
The Cay, Day 5

Outcomes for Today

Standards Focus
Common Core Focus
W1. Write arguments to support claims with clear reasons and relevant evidence.
   a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
   d.) Establish and maintain a formal style.
   e.) Provide a concluding statement or section that follows from and supports the argument presented.
W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L3. Use knowledge of language and its conventions when writing, speaking reading or listening.
   a.) Choose language that expresses ideas precisely and concisely, recognizing an eliminating wordiness and redundancy.
L.4 Determine the meaning of works and phrases as they are used in a text
SL3. Delineate a speaker’s argument and specific claims, distinguishing claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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PREPARE

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

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What are the best ways to survive on a life raft?
http://www.ehow.com/how_136351_survive-lost.html
http://www.tpub.com/content/aviation/10330/css/10330_107.htm

How to use a signal mirror, including Morse Code.
http://www.adventuresportsonline.com/signal.htm
2. **Wordwall**  Here are five vocabulary words to teach and add to the Word Wall.

<table>
<thead>
<tr>
<th>Word</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>anxiously</td>
<td>48</td>
</tr>
<tr>
<td>drone</td>
<td>48</td>
</tr>
<tr>
<td>dishearten</td>
<td>49</td>
</tr>
<tr>
<td>scanning</td>
<td>49</td>
</tr>
<tr>
<td>sizzle</td>
<td>49</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The third day on the lifeboat</td>
<td>Timothy, Phillip, Stew Cat</td>
<td>47-51</td>
</tr>
</tbody>
</table>

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

Discuss the reading and add 3-5 events to the timeline.

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

- Where is the lifeboat today?
- Mark where Timothy and Phillip heard the airplane.

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

- Add to your open mind portrait of Phillip and/or Timothy. We know a lot about what Phillip is thinking throughout the novel, but what is going through Timothy’s mind?
- **Advertisement for a dream property.** Imagine that Timothy and Phillip have their choice of deserted islands to live on. Create an advertisement for their ideal island. Detailed directions follow on the next page.

**Advertisement for Future Dream Property**

*Materials:*
- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

**Step One:**  **Make a list of the details of the property**

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as whether location, people, houses etc.
Step Two: Write an ad with a clear illustration
1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Variations for the Ad
1. Write the ad if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals.
   Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

8. Discussion Ask discussion questions of all 9 types.

Key Questions
1. How does Phillip feel after the plane leaves without spotting them?
2. Do you believe Stew Cat is bad luck?
3. What role is Timothy taking on the life raft?
4. On page 50, the author points out that “He (Timothy) realized what I meant.” What does Timothy realize? Why is this important to Phillip?

9. Analyze Analyze the key paragraph.

Key Paragraph
But the long, hot day was passing without sight of anything. I knew Timothy was constantly scanning the sea. It was all so calm now that the raft didn’t even seem to be drifting. Once, I crawled over to the edge to touch the warm water and felt Timothy right behind me (49.)

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

Now that he is blind, Phillip is beginning to depend almost completely on Timothy for survival.

Write an argument in which you answer the following question and you support your claims with logical reasoning and relevant evidence. If your teacher allows your access use the internet to develop your claims and reasoning. Make sure you conclude with a statement or two that follows and supports the argument you present.

Our society treats individuals with disabilities differently than people without disabilities?
- In which ways do you believe it is okay or respectful to treat people with disabilities differently?
- In which way do you believe it is disrespectful to treat people with disabilities differently?
11. **Close** Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world