

Lesson Plan for Week 1 Day 1 Novel *Children of the River* by Linda Crew 1

Standards Focus: W 2.2, 2.5, LC 1.4, R 2.0, 3.3, 3.4

- Demonstrate a comprehensive **grasp** of the **significant ideas** of literary works.
- Support important **ideas** and **viewpoints**
- Support through accurate and **detailed reference** to the text or other works.
- Offer detailed and accurate **specifications**.
- Produce legible work that shows correct use of the **conventions** of punctuation and capitalization.
- Determine characters' **traits** by what the characters say about themselves in narration and dialogue.

PREPARE

1. Background knowledge necessary for today's reading

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way, and despite how we feel at the time. It requires us to moderate our emotions and impulses so that we aren't cowardly on the one hand, or reckless the other. It may involve some risk. But it is risk for a reason, not risk for a thrill, and that risk is proportionate to the end to be achieved. Courage develops not in a day, but in the journey of a lifetime, and its adventures. Courage leads me through a heroic journey in which people live for purposes bigger than themselves, and their wants and needs. People are heroic in their daily lives by doing ordinary things in extraordinary ways, and by doing good in spite of obstacles and difficulty.



•**Where is Cambodia?** [show where Cambodia is on a map/globe]

Who were the Khmer Rouge?

A group of Cambodian Communist parties that ultimately ruled from 1975 to 1979, but fought for many years of war involving French, China, Viet Nam, U.S. before and after that, including in western Cambodia until the nineties. The few remaining are in international trials today.

What happened during the time the Khmer Rouge were in power?

Mass killings, and forcing people out of their homes in cities and villages into the fields. This led to the deaths of 2 million people [estimates range 1-3 million]. Considered among the greatest atrocities of human history. Overthrown by invasion from Viet Nam. Deaths resulted from direct killing and policies that led to starvation. Famous for government position that "To keep you is no benefit. To destroy you is no loss."

To help students understand the Cambodian Genocide that took place from 1975-1979 under the Khmer Rouge the class could watch all or parts of the movie *The Killing Fields*, which tells the story of Dith Pran. Dith Pran now lives in the U.S. and has a web page with more information, www.dithpran.org

Other web resources for background information include Andy Carvin's *From Slideshow to Genocide: Stories of the Cambodian Holocaust*, a detailed history in a slideshow presentation format, with many survivor stories that would be useful with students. It is at www.edwebproject.org/sideshow/index.html

The Cambodian Genocide Project at Yale University has a comprehensive compilation of materials including maps and pictures at www.yale.edu/cgp

A useful interactive art museum exhibit for bringing the reality of the genocide home is in the *Facing Death: Portraits from Cambodia's Killing Fields* at

Why might people who worked for the United States have been particularly afraid of the Khmer Rouge?

They were the first targets for what they knew to be a brutal regime. Hostility over American activity in Cambodia was significant for the Khmer Rouge.

•Why aren't people courageous all the time?

What stops people from always doing the right thing? Most often it is because of

Obstacles: something or someone is in the way

Emotions: the person doesn't feel like it or has emotions that are in the way

Difficulties: whatever it is would be hard to do or requires effort

Risk: it is dangerous or costs something or uses some resource:
the good to be achieved has to worth the risk

•What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	afternoon	Ream, a village in Cambodia aboard a ship	soft, warm pleasant breeze

2. Word Wall

Introduce 5 important, useful words from today's reading.

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

gratitude 7	oblivious 7	purifying 4	refugee 2	teeming 2
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READ

3. Review the Timeline

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 today's story selection

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

***Children of the River* by Linda Crew, chapter 1, pp. 1-8.**

setting	characters	pages
At home in village of Ream, Cambodia	Sundara, Soka, Naro, Pon, Grandmother, Baby	1-4
Boarding boat to escape Ream	Sundara, Soka, Naro, Pon, Grandmother, Baby	4-5
3 weeks later, still on the boat	Sundara, Baby, Doctor	5-8

RESPOND

5. Add to the Timeline

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

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention:

- Sundara, age 13, moves from the city to the village to help her sister.
- Soka gives birth to a girl.
- The radio announces a new government, then after a struggle it goes dead.
- The Khmer Rouge [Communists] have come to power after a long way and people in the village panic and begin to pack.
- Grandmother says she doesn't want to move just because there is a new government.
- Naro comes home from work early to say everyone who worked for the U.S. government needs to get out right away.
- Soka has just given birth and feels too sick to get up and leave right now.
- They all [Sundara, Soka, Naro, Pon, Grandmother, Baby] board a ship to leave; Naro has connections to get them on board.
- After 3 weeks at sea, everyone is sick. Soka is sick and Sundara is caring for the baby.
- The baby is dehydrated and sick. Sundara tries to get milk for the baby from another mother and then from the doctor; she gets milk packets and medicine from the reluctant doctor.
- Sundara feels responsible for the baby and tells herself the baby must not die.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

Other possible activities for a class group or individual Reader's Theatre
Bookmark Open Mind Portrait g6 Graphic Organizer Poster Ad Map Rap
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop Retelling Cartoon

One possible activity: Character Trait Map of Sundara

Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Sundara has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.

For each trait, find 2 concrete examples of it in chapter 1. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

8. Bridge to a language building activity

Teach a Mini Lesson using *Write AHEAD* pages 379-380

[The Write Ahead Activities are on individual work-pages in a separate file]

9. Explore today's reading

Key Questions Remember to ask literal, structural, idea, craft, author, literature, life, evaluative, and inference questions every day.

- ❖ Why do you think the grandmother is so reluctant to leave Cambodia?
- ❖ Naro stated that anyone who had worked for the U.S. needed to leave immediately. Why was that?
- ❖ Where was the ship headed when they boarded?
- ❖ Why do you think so many people became ill aboard the ship?
- ❖ How does Sundara change from when she arrives to stay with Soka to when she is caring for the sick infant on board the ship?
- ❖ What obstacles does Sundara face in caring for the infant?
- ❖ What emotions does Sundara feel in caring for this infant?

Key Paragraph

When the baby fussed, Sundara jiggled her, clicking her tongue as she'd seen the other women do. This seemed to calm the little one. Sundara smiled. She was beginning to feel quite capable, much older than thirteen. "Don't worry," she whispered to the baby, whom she had already grown to love, "I'll take care of you." [page 2]

"What throw the baby – Horrible man. She snatched the bottle and struggled out through the press of people, holding the little bundle tighter than ever. This baby couldn't die. She wouldn't let her. She would do anything. She would find a way to feed her. [page 6]

EXTEND

10. Prompt every student to write a short product tied to today's reading

Prompt 1. Sundara 's Courage

Because of the war's effects on the city where she was living, at age 13 Sundara comes to stay with her sister Soka to help with her children. As she holds and cares for the new infant, she "whispered to the baby, whom she had already grown to love, 'I'll take care of you [p. 2]." When caring for the baby aboard ship her thoughts are reported through the narrator: "This baby couldn't die. She wouldn't let her. She would do anything [p. 6]." What did Sundara do to take care of the infant? How was this courageous? What did Sundara do to take care of the infant that was courageous?

Write a descriptive paragraph about what Sundara did that was courageous. Describe in detail exactly what she did and what made it courageous. For example, what obstacles or emotions did she have to overcome? Or what risks did she have to take? What was difficult that she continued to do anyway? Because this is a descriptive paragraph, details are important. Be sure to provide details about exactly what she did and exactly what the obstacles, emotions and difficulties in the way were.

Prompt 2: Biography of Courage

Sundara demonstrated courage in her actions and decisions to overcome the obstacles in her way, and the emotions that might have caused her to give up. Think of a person you know who is an example of courage. This can be a person you know, or a person you know about. Can you think of an example of courage where someone was able to overcome obstacles and emotions in order to achieve or accomplish something important? In order to achieve or accomplish something important, a person usually has to demonstrate courage by overcoming obstacles and emotions repeatedly. This is why courage is considered a good habit: it has to be done again and again to get anywhere. How was this person able to accomplish what they did? How was courage a habit for them? How did they overcome obstacles and emotions many times?

Write a paragraph about his person giving many details about how they show courage. Be sure to explain what obstacles were in their way, and how they overcame them. Be sure to explain how they overcome emotions. This might be as simple as how they learned to not just do what they wanted to. Explain what they accomplished.

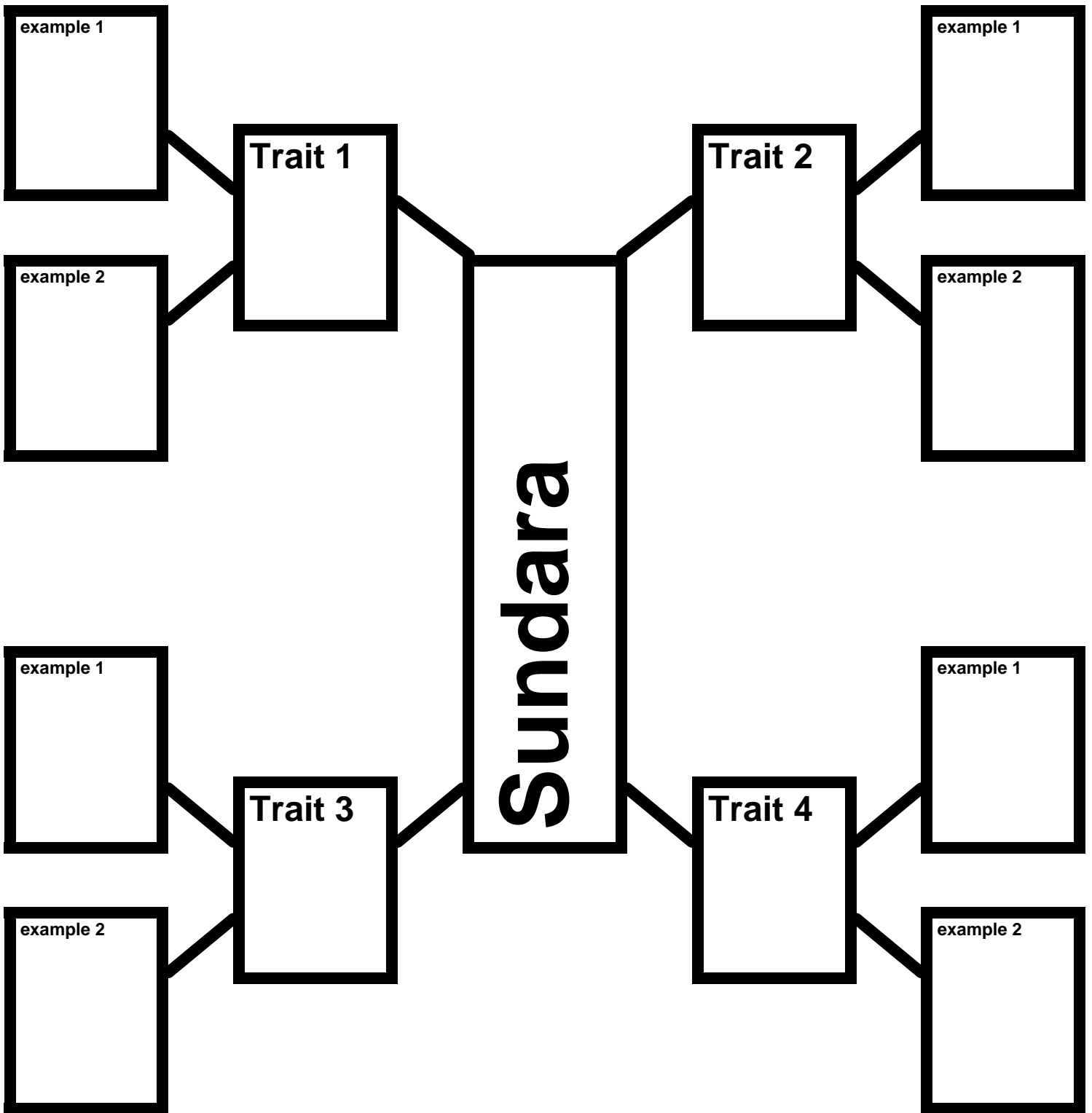
11. Close with a short summary

Extend the reading to the student's lives or to the world.

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way or how we feel at the time. We moderate our emotions and impulses. We avoid extremes like being cowardly or reckless. It is risk for a reason, not risk for a thrill. Courage is the heroic journey of a lifetime in which people live for purposes bigger than themselves. Everyday heroes do ordinary things in extraordinary ways.



Character Profile Chart of Sundara



Lesson Plan for Week 1 Day 2 Novel *Children of the River* by Linda Crew 2

Standards Focus: W 2.2, 2.5, LC 1.4, R 2.0, 3.3, 3.4

- Demonstrate a comprehensive **grasp** of the **significant ideas** of literary works.
- Support important **ideas** and **viewpoints**
- Support through accurate and **detailed reference** to the text or other works.
- Offer detailed and accurate **specifications**.
- Produce legible work that shows correct use of the **conventions** of punctuation and capitalization.
- Determine characters' **traits** by what the characters say about themselves in narration and dialogue.

PREPARE

1. Background knowledge necessary for today's reading

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way, and despite how we feel at the time. It requires us to moderate our emotions and impulses so that we aren't cowardly on the one hand, or reckless the other. It may involve some risk. But it is risk for a reason, not risk for a thrill, and that risk is proportionate to the end to be achieved. Courage develops not in a day, but in the journey of a lifetime, and its adventures. Courage leads me through a heroic journey in which people live for purposes bigger than themselves, and their wants and needs. People are heroic in their daily lives by doing ordinary things in extraordinary ways, and by doing good in spite of obstacles and difficulty.



• **What were the “killing fields” in Cambodia? What happened to the families who remained in Cambodia?**

Under the Khmer Rouge human institutions in Cambodia were shut down, all of the population were working in the fields for long days and many were either killed directly or starved in the fields. Later, mass graves of bones were uncovered in many of these fields. Further resources on this are listed on the first day. Families who remained in Cambodia were devastated through work, starvation, deaths and torture. At least 30% of the population died during this four year period.

• **How did families who were refugees in the United States maintain contact with their relatives back in Cambodia? Were they able to assist them?**

There was no communication in or out of Cambodia during this time and until the Viet Nam invasion in 1979, very little possibility for anyone to get in or out of the country. Some small numbers did get in and out; huge numbers of refugees fled to Thailand and the U.S. whenever they could.

• **What is Khmer?**

Khmer refers both to the historical, native peoples of Cambodia, and the Mon-Khmer language of the Khmer people that is the official language of Cambodia.

• **Where is Cambodia?**

Where is the Mekong River and the Mekong Delta? What countries does Cambodia border, and where is it in relation to Viet Nam? Where in Cambodia is Phnom Penh? What is the geography of Cambodia like? These questions can be answered most easily with a map; a map and overview of geography and current information about Cambodia can be found in the *CIA Factbook 2007*. This is a government agency compilation of information that is in the public domain and can be reproduced or used as you wish. The Cambodia information is available at

<https://www.cia.gov/cia/publications/factbook/geos/cb.html>

A map from the *Factbook* has been reproduced in the end pages of this lesson plan.

•What is the setting of today's reading?

When	Time of Day	Where	Weather
1979	fall	Oregon	breezy school day

2. Word Wall

Introduce 5 important, useful words from today's reading.

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

anticipation 13	grudging 16	listless 10	resentment 16	wispy 9
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READ

3. Review the Timeline

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 today's story selection

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

Children of the River by Linda Crew, Chapter 2, pp. 9-21.

setting	characters	pages
classroom	Sundara, Mrs. Cathcart, class	9-11
Locker room and gym	Sundara, Kelly	11-12
home	Sundara, Soka	12-14
Bonner farm, going home	Sundara, Soka, Naro, Pon, Grandmother	14-21

RESPOND

5. Add to the Timeline

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

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention:

- Sundara, now 17, is in her high school English class listening as student essays, mostly on cafeteria food, are read.
- Mrs. Cathcart asks to read Sundara's composition, a poem, which though she does not want read, will not say so.
- The teacher reads the striking poem on missing Cambodia and the terrible things that have happened there.
- The class responds with silence, and Sundara reacts with embarrassment. she feels like people can read her thoughts, and that she has revealed too much. She leaves in panic.

- When she goes to her PE class, her friend Kelly talks to her and shows concern.
- Sundara is distracted during PE, mostly kicking soccer balls around.
- Sundara needs to get right home after school, but is 5 minutes late. This is not noticed because Soka and grandmother are upset by a misunderstood letter from UNHCR, which they read as directing them not to contact UNHCR any further about missing relatives. Sundara points out it says do not hesitate to contact further and all is well again.
- They head to the Bonner farm to pick cherry tomatoes and raspberries. Family survival depends on everyone working together, and finding the best farm spots for their own family and not sharing too broadly.
- Naro joins the others after work, and brings fast food which the kids love and adults avoid
- Another family is also working this farm.
- The family is constantly following crops to raise additional money, especially to help members of the family who are still back in Cambodia.
- Sundara also works for the Bonners at the local Farmers Market.
- On the way home they hear a commotion, and realize a football game is taking place at the high school.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

Other possible activities for a class group or individual Reader's Theatre
Bookmark Open Mind Portrait g6 Graphic Organizer Poster Ad Map Rap
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One possible activity: Character Trait Map of Soka

Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Soka has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.

For each trait, find 2 concrete examples of it in chapter 1. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

One possible activity: KWL Chart about Cambodia and the Khmer Rouge

Please turn to the KWL Chart at the end of the lesson plan.

Step One: Fill out the K [know] column: what do you know about Cambodia and about the Khmer Rouge? This might be who, what, where, when, why, or how information. Write this information concisely in the K [What do you know?] column.

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

Given what you know, what would you like to know about Cambodia and the Khmer Rouge in the future? This could be as a result of reading this novel, discussions in class, your own research, or other readings or materials considered in class. Write this information concisely in the W [What do you want to know?] column.

In the future: Fill out the L [learned] column: what have you learned?

As you read and learn more about Cambodia and the Khmer Rouge, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know? 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.

One possible activity: Then and Now Poster of Sundara's Life

Make a colorful poster that compares Sundara's life in Cambodia with her life in the United States. Use visual images to convey to the viewer the ways in which her life experience is different. Try to explain with visual images in the poster these 3 transitions, each with a then and now image [thus you need at least 6 images]: the transition from living in Cambodia to living in the United States, from being a Khmer to also being an American, from a Cambodian school to an Oregon classroom.

8. Bridge to a language building activity

Teach a Mini Lesson using *Write AHEAD* pages 381-383

[The Write Ahead Activities are on individual work-pages in a separate file]

9. Explore today's reading

Key Questions Remember to ask literal, structural, idea, craft, author, literature, life, evaluative, and inference questions every day.

- ❖ Why is Sundara embarrassed by the poem she wrote, that Mrs. Cathcart reads to the class?
- ❖ What does Sundara mean when she says in her poem "We are the lost, we are the lonely/So far from our beloved land?"
- ❖ After she finishes working at the farm, Sundara is looking at Soka, and when notices she asks her: "What do you think, Niece? Would your mother call me 'little pampered lady' as she used to?" How would you answer this question?
- ❖ Why did the letter from the UNHCR cause so much concern to Soka and Grandmother? How did Sundara clear it up? How would it change your life if you had many relatives whose location and status you could not determine?
- ❖ How do members of this family - Sundara, Soka, Naro, etc. – all contribute to, and depend on each for success and survival?

Key Paragraph

"We are the lost, we are the lonely
So far from our beloved land
We are the children of the Mekong
Who will not see that mighty river again
O Kampuchea
The blood of our people
Has stained you
The bones of our people
Lie in unmarked graves
But the love of the ancient Khmers
Will live in our hearts
We will not forget you
Even from this new place
On the far side
Of the earth." [p. 10-11]

Sundara was already at the truck when Soka picked her way, barefoot, out of the tangled rows, weighed down by a stack of three flats. She set them on the wooden pallet with a grunt and straightened up, bracing her back, rubbing her dirty sleeve across her forehead. Strands of black hair had escaped from the knot at the back of her neck and were sticking to her cheeks. She sighed deeply. Then, noticing Sundara watching her, she returned one of those long, searching looks that always made Sundara uneasy.

“What do you think, Niece? Would your mother call me ‘little pampered lady’ as she used to?” [pp. 18-19]

EXTEND

10. Prompt every student to write a short product tied to today’s reading

Prompt 1 - Soka

Sundara lives with her aunt Soka. Much of her life, and the life of the family, is related to Soka’s actions and decisions. As they are working together on the Bonner farm,

Sundara was already at the truck when Soka picked her way, barefoot, out of the tangled rows, weighed down by a stack of three flats. She set them on the wooden pallet with a grunt and straightened up, bracing her back, rubbing her dirty sleeve across her forehead. Strands of black hair had escaped from the knot at the back of her neck and were sticking to her cheeks. She sighed deeply. Then, noticing Sundara watching her, she returned one of those long, searching looks that always made Sundara uneasy.

“What do you think, Niece? Would your mother call me ‘little pampered lady’ as she used to?” [pp 18-19]

What is Soka like? What kind of person is she? Do you imagine her as a “pampered lady?” as her sister must have once described her? What is Soka trying to say to Sundara by repeating that remark now? How does Soka act? How does Soka act for the good of her family? Do you think Soka is showing courage or does she have other motivations [she could have courage and other motivations]?

After thinking about these questions, write a paragraph describing who Soka is and ways that Soka acts for the good of her family. Be sure to provide specific details, use specific references from the text, and be sure to use what Soka says about herself as well as what others have said about her.

Prompt 2 – Important Memory

The poem that Sundara wrote for her English class talks about her important memories of Cambodia when she grew up, that are intertwined [all linked together with] her family, culture and language. She speaks of her anger at the violence in the Cambodia that the Khmer Rouge call Kampuchea. She also speaks of her distance and loneliness at being so far away:

“We are the lost, we are the lonely
So far from our beloved land [p.10]

And she speaks of holding onto her memories of Cambodia in both emotional [love] and thinking terms.

But the love of the ancient Khmers
Will live in our hearts
We will not forget you
Even from this new place [p. 11]

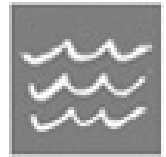
Do you think this helps Sundara to cope with being away from her homeland and in a new country? Can you think of times when memories have helped you to cope with a difficult situation? Sundara thought of a place and time that was valuable and important to her, in which she had strong relationships, and felt successful and supported. It was a place in which she had a history and could remember herself positively. Perhaps it was a place where she could remember being courageous, like the strong Khmer civilization Cambodia, and Sundara, grew out of. Can you think of a memory that has some of these qualities? A memory you could think back on at difficult times.

Write a description of this memory. It can be done in a paragraph or in a poem. However it must be detailed and specific, and have clear images that tell us about this memory.

11. Close with a short summary

Extend the reading to the student's lives or to the world.

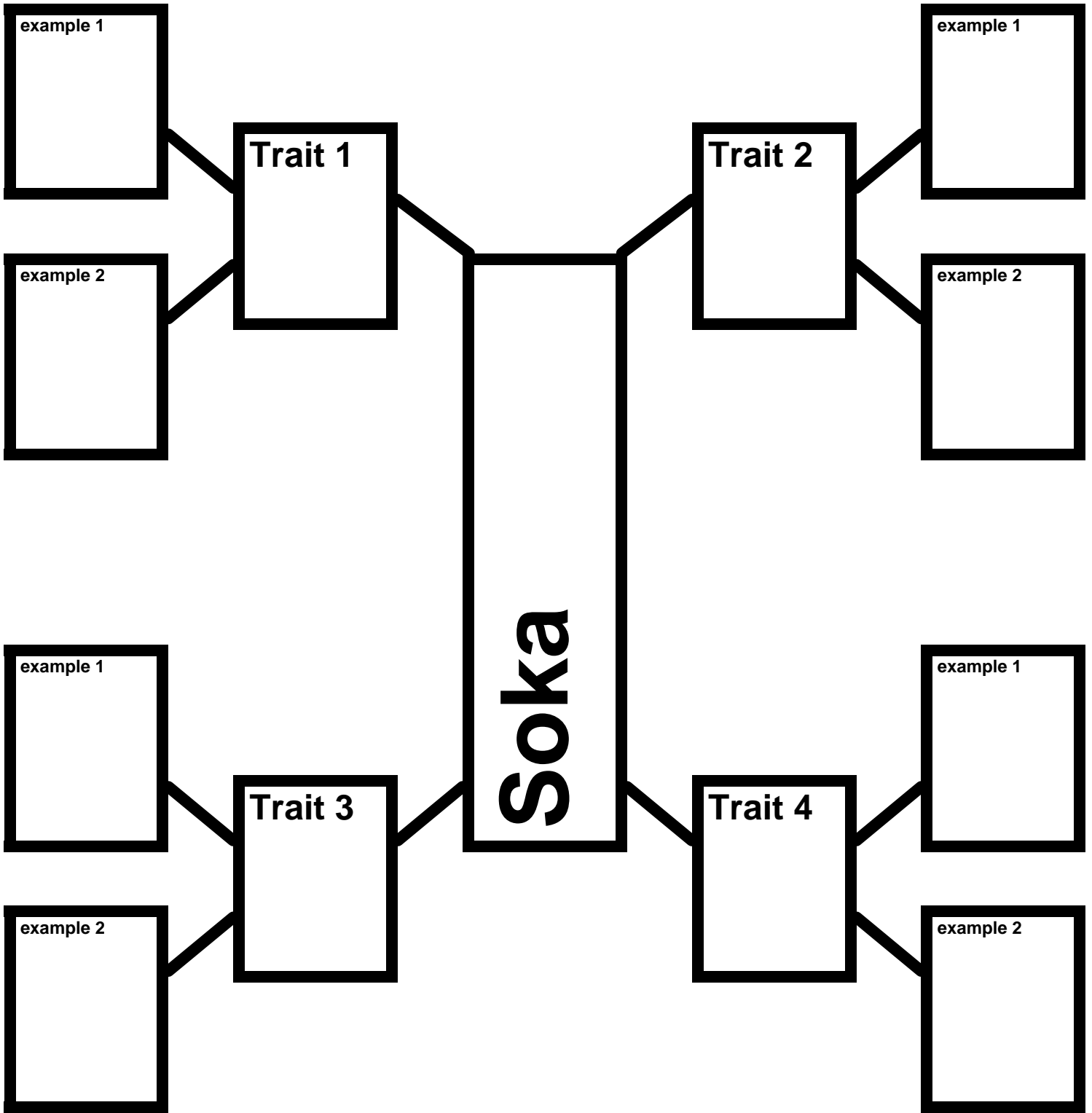
Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way or how we feel at the time. We moderate our emotions and impulses. We avoid extremes like being cowardly or reckless. It is risk for a reason, not risk for a thrill. Courage is the heroic journey of a lifetime in which people live for purposes bigger than themselves. Everyday heroes do ordinary things in extraordinary ways.



KWL Chart of Cambodia and the Khmer Rouge, especially 1975-1979

K What do you know about Cambodia and the Khmer Rouge?	W What do you want to know about Cambodia and the Khmer Rouge?	L What have you learned about Cambodia and the Khmer Rouge?

Character Profile Chart of Soka



QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Where is Cambodia?

Where is the Mekong River

Where is the Mekong Delta [hint: river splits and flow into nine dragons before ending in sea]? What countries does Cambodia border?

Where is Cambodia in relation to Viet Nam?

Where in Cambodia is Phnom Penh?

What is the geography of Cambodia like?

Lesson Plan for Week 1 Day 3 Novel *Children of the River* by Linda Crew 3

Standards Focus: W 2.2, 2.5, LC 1.4, R 2.0, 3.3, 3.4, 3.6

- Demonstrate a comprehensive **grasp** of the **significant ideas** of literary works.
- Support important **ideas** and **viewpoints**
- Support through accurate and **detailed reference** to the text or other works.
- Offer detailed and accurate **specifications**.
- Produce legible work that shows correct use of the **conventions** of punctuation and capitalization.
- Determine characters' **traits** by what the characters say about themselves in narration and dialogue.
- Analyze an author's development of time and sequence (e.g., **foreshadowing**).

PREPARE

1. Background knowledge necessary for today's reading

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way, and despite how we feel at the time. It requires us to moderate our emotions and impulses so that we aren't cowardly on the one hand, or reckless the other. It may involve some risk. But it is risk for a reason, not risk for a thrill, and that risk is proportionate to the end to be achieved. Courage develops not in a day, but in the journey of a lifetime, and its adventures. Courage leads me through a heroic journey in which people live for purposes bigger than themselves, and their wants and needs. People are heroic in their daily lives by doing ordinary things in extraordinary ways, and by doing good in spite of obstacles and difficulty.



•How are marriages arranged in Cambodia?

In the culture in which the characters of the story grew up, marriages were arranged by the family. A girl like Sundara grew up with the expectation that she should not talk to boys, not date, and as a woman marry a man chosen for her by her family.

Is it common to arrange marriages in other parts of the world? What happened during the field burnings in Cambodia?

In many parts of world marriages are based on family contracts, arrangements through marriages brokers, and may involve payments between persons or families including dowries or bride prices.

•Do author's drop hints or clues about what is coming next in a story by what they spend time on early in the story?

Authors **foreshadow** the coming conflict of a story, or "give hints or clues about what will happen next in a story" [Write AHEAD, page 137]. Ask students to look for examples of foreshadowing today. As Sundara enjoys her conversation with Jonathan, the conflicts that will be coming up in the novel are being hinted at, or foreshadowed. Perhaps there will be a conflict over love, boyfriends and marriage. The scene at this stand may be the author dropping the hint.

•What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	fall morning	Oregon	cold

2. Word Wall

Introduce 5 important, useful words from today's reading.

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

chaperone 23 constrained 28 disdainfully 26 indignantly 26 resettlement 24

READ

3. Review the Timeline

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 today's story selection

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

***Children of the River* by Linda Crew, Chapter 3, pages. 22-33.**

setting	characters	pages
Bonner farm	Sundara, Ravi	22-23
Farmer's Market	Sundara, Ravi	24-25
	Sundara, Ravi, Mrs. Lam	26-28
	Sundara, Ravi, Jonathan	28-33

RESPOND

5. Add to the Timeline

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

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention:

- Sundara and Ravi are up early at the Bonner farm cutting flowers and herbs, loading everything for sale at the Farmer's Market.
- The Bonners like Sundara, and would be happy to hire her to work for them on a regular basis; Soka thinks the family will be better off if they all work as one unit.
- Ravi is 10 now and is also called little Pon, Ab-own, and Little Tender One; he is sent along both to help and to chaperone Sundara.
- It is cold as they set up their stall for sales; Ravi wants and gets a cinnamon roll and then goes to gets some eggs.
- Mrs. Lam tries to bargain for the price of boy choy, but Sundara has to stick to the price the Bonners set in advance.
- Sundara thinks about how Soka wants to find a husband for her; she wonders about her parents and the boy she left in Cambodia, a boy who was her intended to be her husband there.

- While many customers are around the stand, a blond boy from the high school approaches, and Sundara finds she suddenly becomes very clumsy.
- Jonathan McKinnon introduces himself then talks about things and wants some flowers.
- Sundara prolongs the conversation though she is not supposed to talk with boys. She notices his legs.
- Ravi sells Jonathan some golf balls.
- Jonathan tells Sundara he is impressed by her poem; Sundara is embarrassed by the poem but Jonathan explains that it helped him to understand.
- Sundara sees billowing clouds across and it reminds her of the burning fields in Cambodia.
- Sundara worries about what Ravi will say at home about her conversing with a boy; ultimately she feels safe, that he will say nothing.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

Other possible activities for a class group or individual Reader's Theatre
Bookmark Open Mind Portrait g6 Graphic Organizer Poster Ad Map Rap
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop Retelling Cartoon

One possible activity: Character Trait Map of Ravi

Please turn to the character map on the last page of this lesson plan for this activity. Think of 4 characteristics, or traits, that Ravi has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.

For each trait, find 2 concrete examples of it in chapters 1-3. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

One possible activity: Character Interaction Chart for Sundara, Ravi and Soka

Using 3 characters you have profiled and wish to analyze [Sundara, Ravi and Soka], place the name of each character in a box. Each character box has another character box on each side.

On the side of the first character box [Sundara] near the second character box [Ravi], write down what the first character [Sundara] thinks about the second character [Ravi], and how the first character [Sundara] interacts or gets along with, the second character [Ravi].

Then do the same thing for how the second character [Ravi] thinks about and interacts with the first [Sundara], in the second characters box. Continue doing this until you have filled out each box: the second [Ravi] for the third [Soka], the third [Soka] for the second [Ravi], the third [Soka] for the first [Sundara] and the first [Sundara] for the third [Soka].

One possible activity: An Ad for the Coming Conflict

As Sundara talks to Jonathan at the stand selling produce, she is aware that the expectations of the culture she grew up in are that she should not talk to boys, not date, and marry a man chosen for her by her family. As she enjoys her conversation with Jonathan the conflicts that will be coming up in

the novel are being hinted at, or prefigured. Perhaps there will be a conflict over love, boyfriends and marriage. The scene at this stand may be the authors way of dropping the hint.

Using paper and whatever drawing and color supplies you wish, create an advertisement that would accomplish the same purpose. Imagine you are creating an ad for *Children of the River* and you want to title it **The Coming Conflict**. You are going to use the scene at the stand to **foreshadow**, or drop the hint, that there will be future conflicts in the novel about love, boyfriends and marriage, to motivate readers to continue reading the book. Use any combination of visual images, pictures, words to get these ideas across.

8. Bridge to a language building activity

Teach a Mini Lesson using *Write AHEAD* pages 384-385

[The Write Ahead Activities are on individual work-pages in a separate file]

9. Explore today's reading

Key Questions Remember to ask literal, structural, idea, craft, author, literature, life, evaluative, and inference questions every day.

- ❖ What does Naro mean when he says that “A bundle of chopsticks cannot be broken like one alone?”
- ❖ Why is Sundara not supposed to talk to boys? How do you think she feel about this rule?
- ❖ How would you describe the relationship between Ravi and Sundara? Do you think Ravi will keep quiet about Sundara talking to Jonathan?
- ❖ Many references in the chapters are allusions to the beauty of Cambodia or the terrible things that have happened under the Khmer Rouge. Give some examples of each.
- ❖ The narrator has Sundara thinking at one point: “Here the luminous, newly sprouted grass fields surrounding Willamette Grove reminded her of the paddies of tender rice shoots covering the lowland Kampuchean countryside. It was good to dwell among living things [p. 24].” What does she mean by this? How is this reflected in her attitude toward life? Do you think she could successfully start her life over in the U.S. if she did not think this way.

Key Paragraph

Of course. The Bonners always meant to be nice- even if they sometimes said strange things. And Mr. Bonner did seem pleased with her work, had offered a full-time job all summer if she would work only for him. But Soka and Naro thought the family should work together. “A bundle of chopsticks cannot be broken like one alone,” Naro reminded her, and Soka added that even at the piecework rate Sundara might earn more by picking. “Work more hours and help watch little Pon at the same time.” Still, the idea of guaranteed work had its appeal. They hadn’t forgotten the year the price fell so low on cherry tomatoes that Mr. Bonner couldn’t afford to have them picked. Finally they agreed to let Sundara work the Saturday markets. Ravy would be her helper. And , she suspected, her chaperone. [p. 23]

“It is cold, isn’t it?” Sundara said. She envied the Cambodians who had left Oregon for the warmth of southern California. A warmer place might have made her family’s exile from Kampuchea less harsh, but they’d had to go where the sponsors could be found. And a sunnier climate alone would not be enough to lure her family away now, not when they finally had a house of their own- a new American subdivision house- and Naro was once again working as an accountant instead of a dishwasher. And at least Oregon was green. Here the luminous, newly sprouted grass fields surrounding Willamette Grove reminded her of the paddies of tender rice shoots covering the lowland Kampuchean countryside. It was good to dwell among living things. She thought of the refugees the resettlement

people had sent to the cold gray cities of the northern states. How could they bear it, after the lush green and rich brown of Kampuchea? [p. 24]

She glanced at Ravy again. He knew perfectly well she wasn't supposed to talk to boys. Hadn't he heard Soka say it often enough? Strange. That rule never bothered her before. It had been her protection against loud, overly bold American boys, made it easier to smile away their advances. But now, somehow, looking at Jonathan McKinon, she felt constrained by Soka's admonition. They were discussing flowers, yes but the way he was drawing it all out... [p. 29]

EXTEND

10. Prompt every student to write a short product tied to today's reading

Prompt 1. Rules for Sundara

Sundara lives with her Aunt Soka and Uncle Naro under expectations drawn from their life experience in Cambodia, while slowly adapting to the United States. Sundara goes to high school, but at home operates with rules somewhat different from most of her peers. What are they? Sundara had been offered a separate job on the Bonner farm, which Soka opposed:

But Soka and Naro thought the family should work together. "A bundle of chopsticks cannot be broken like one alone," Naro reminded her, and Soka added that even at the piecework rate Sundara might earn more by picking. "Work more hours and help watch little Pon at the same time." Still, the idea of guaranteed work had its appeal. [p. 23]

Sundara takes care of little Pon, whom she clearly loves. Sundara has some money of her own, but she also listens to Soka's ideas. For example, when they are at the Farmers Market, early in the morning and little Pon wants a cinnamon roll:

Soka wouldn't like it if she knew. *Save*, she always reminded them. *Don't spend*. But today Sundara could take the money from her own portion, the money Soka allowed her to keep. [p. 25]

Living with Soka entails a variety of rules, which do not appear to bother Sundara, at least yet. When Jonathan approaches the stand at the market one of the rules comes into question:

She glanced at Ravy again. He knew perfectly well she wasn't supposed to talk to boys. Hadn't he heard Soka say it often enough? Strange. That rule never bothered her before. [p. 32]

Write a paragraph describing all of the rules by which Sundara is required to live while she is part of Soka's household. This includes her behavior at home, at school and in the community – and this includes jobs and boys. Be sure to be specific and make detailed references to the text.

Prompt 2 – Courage Under Pressure

While working in the Farmer’s Market, Sundara and Mrs. Lam end up in an exchange over the price of the bok choy:

The Chinese woman picked up a bok choy and regarded it disdainfully. Then she poked a finger at the snow peas. “How much?” she asked in English, the only language she and Sundara had in common. When Sundara told her, she said, “Too much. Not so fresh.”

“I promise you, very fresh.” Sundara was polite but firm, playing along.

“I give you one dollar a pound.” [p. 26]

Both Sundara and Mrs. Lam know that Sundara cannot change the price. So this is really a test of whether and how Sundara will react,. Will she react emotionally to this taunt, or find some other way to handle this situation.

Sundara clenched her teeth behind her fixed smile. Chun-Ling’s mother knew very well she was not free to bargain with Mr. Bonner’s produce. The Americans usually preferred to set their prices and stick to them. The woman just liked to make things difficult, Sundara thought, because her own daughter had not been offered this job. [p.26]

How does Sundara use her smile to stick to the price? How does thinking about Mrs. Lam’s daughter not getting the job, help her cope with the situation. How does thinking through the reasons the person is behaving the way they are, help someone cope with a problem situation? . How does thinking through the reasons why Mrs. Lam is behaving the way she is, help Sundara to cope with her? What would she say if she didn’t make any effort to cope? Telling Mrs. Lam she can go choke on the bok choy would not help to keep Sundara employed.

Write a paragraph describing courage under pressure. Write a description of Sundara dealing with Mrs. Lam at the produce stand as though it were a news account and you were detailing this in a blow by blow account, fill in what each person is thinking. Make sure you provide details, and be sure that Sundara’s courage in coping under pressure is obvious.

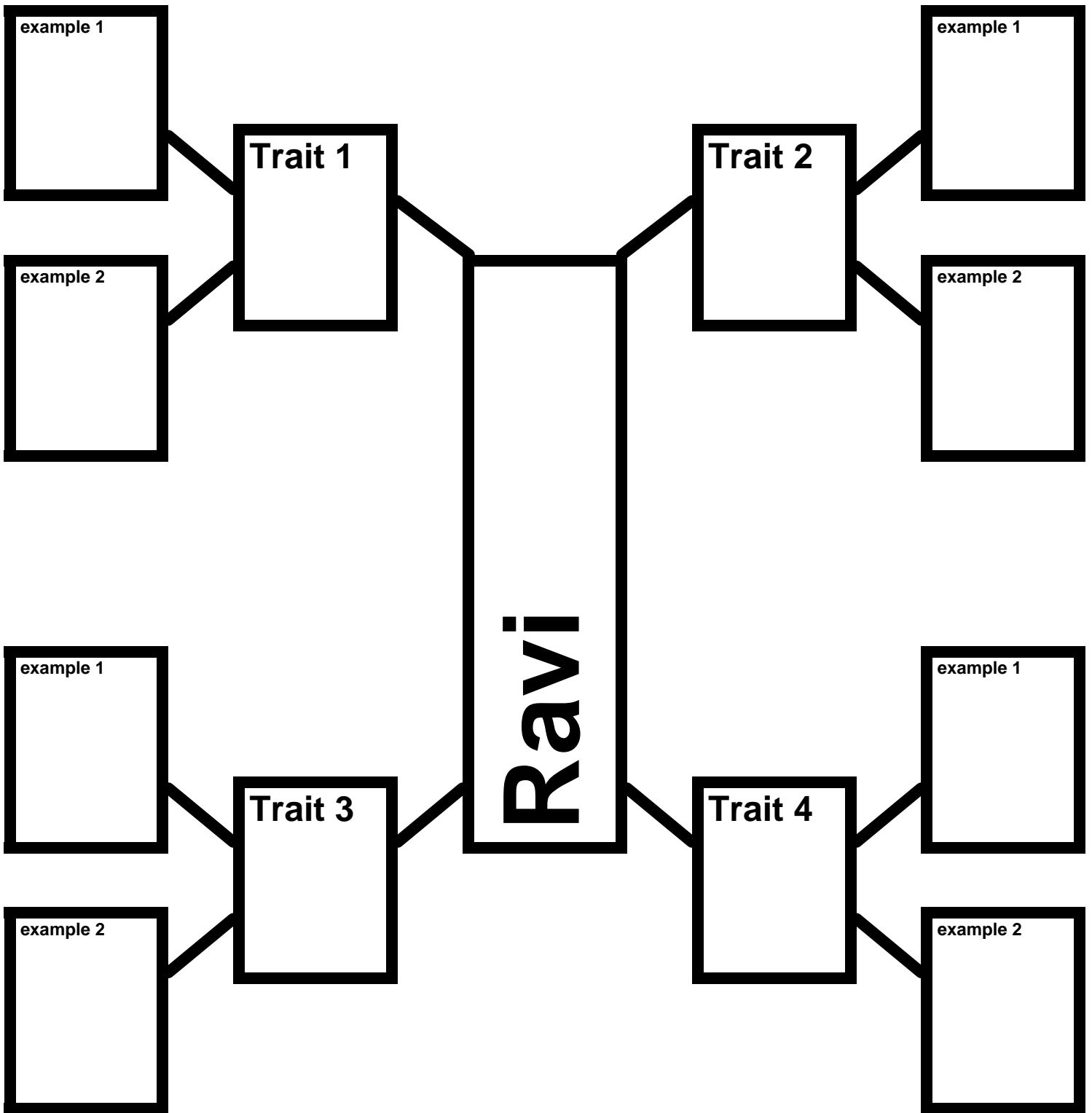
11. Close with a short summary

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

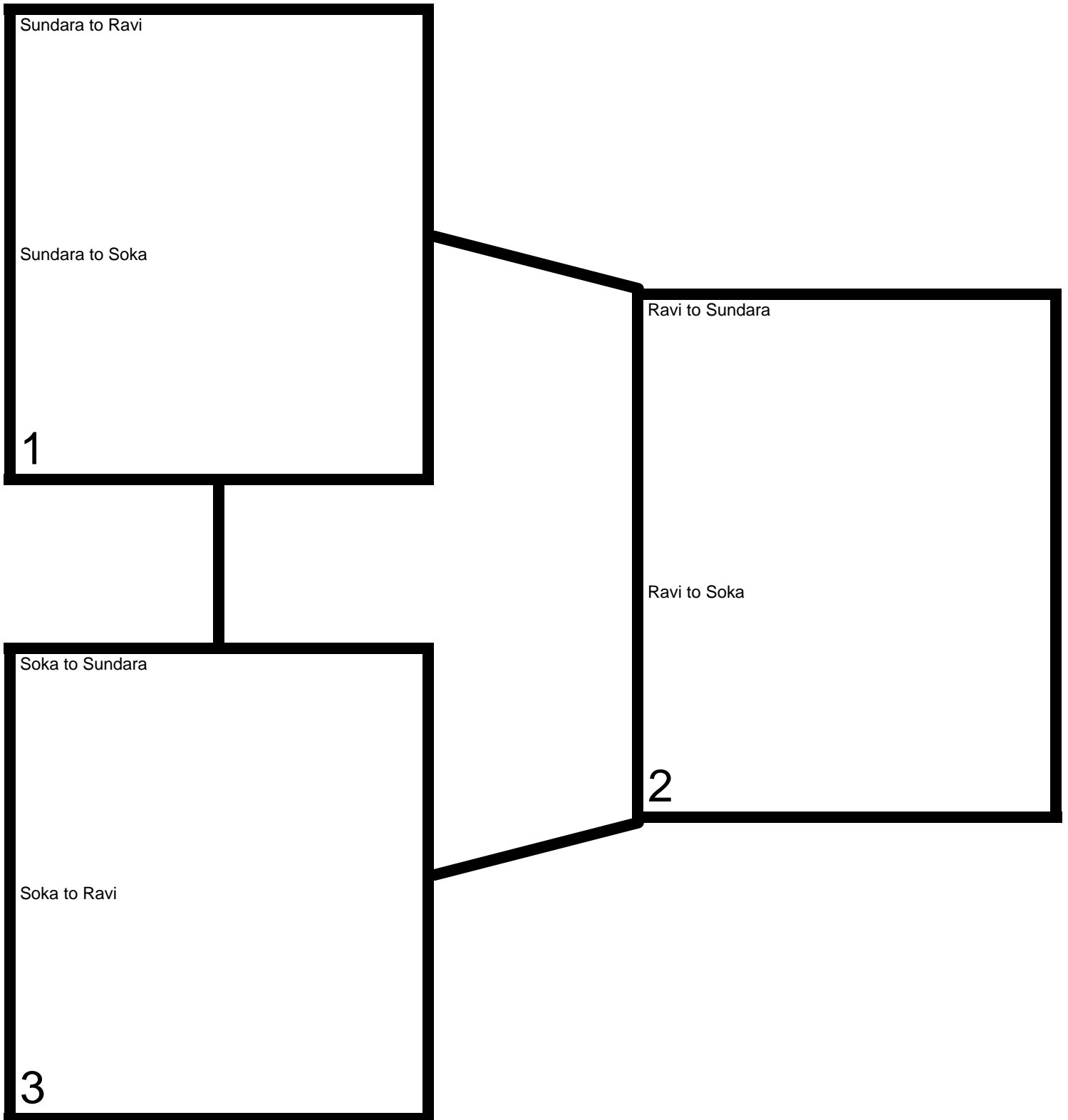
Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way or how we feel at the time. We moderate our emotions and impulses. We avoid extremes like being cowardly or reckless. It is risk for a reason, not risk for a thrill. Courage is the heroic journey of a lifetime in which people live for purposes bigger than themselves. Everyday heroes do ordinary things in extraordinary ways.



Character Profile Chart of Ravi



Character Interaction Chart for Sundara, Ravi and Soka



Lesson Plan for Week 1 Day 4 Novel *Children of the River* by Linda Crew 4

Standards Focus: W 2.2, 2.5, LC 1.4, R 2.0, 3.3, 3.4

- Demonstrate a comprehensive **grasp** of the **significant ideas** of literary works.
- Support important **ideas** and **viewpoints**
- Support through accurate and **detailed reference** to the text or other works.
- Offer detailed and accurate **specifications**.
- Produce legible work that shows correct use of the **conventions** of punctuation and capitalization.
- Determine characters' **traits** by what the characters say about themselves in narration and dialogue.

PREPARE

1. Background knowledge necessary for today's reading

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way, and despite how we feel at the time. It requires us to moderate our emotions and impulses so that we aren't cowardly on the one hand, or reckless the other. It may involve some risk. But it is risk for a reason, not risk for a thrill, and that risk is proportionate to the end to be achieved. Courage develops not in a day, but in the journey of a lifetime, and its adventures. Courage leads me through a heroic journey in which people live for purposes bigger than themselves, and their wants and needs. People are heroic in their daily lives by doing ordinary things in extraordinary ways, and by doing good in spite of obstacles and difficulty.



•**What causes people to be considered heroes in general? In high school? In your high school? To you? Why do so many people identify heroes with sports?**

Discussion item

•**One way people can be heroic is by being Architects of Peace, like Dith Pran.**

Architects of Peace is a project of Michael Collopy and the Markkula Center for Applied Ethics. The Architects of Peace web site is a gateway to exploring the lives of a diverse group of men and women who have devoted their lives to building peace. This site offers portraits and brief biographies of more than 70 architects of peace from around the world. Essays by the Architects on working toward peace, and resources for teachers and students, including curriculum suggestions, and links for further reading are available. Photographer Michael Collopy began this project with a series of portraits of people who were working toward peace from many viewpoints and backgrounds. The list includes diplomats and poets, scientists and religious leaders. One of the honored architects is **Dith Pran**, who survived the Cambodian Holocaust. His portrait is at end of this lesson plan, and his biography and personal statement follow.

Dith Pran's wartime story of covering Cambodia's takeover by the communist Khmer Rouge with reporter Sidney Schanberg was told in the award-winning film *The Killing Fields*. Dith endured four years of starvation and torture in the Khmer Rouge's forced labor camps before escaping to Thailand in 1979. Schanberg represented Dith in accepting a 1976 Pulitzer Prize for their coverage. A photojournalist for the New York Times since 1980, Dith now runs the Dith Pran Holocaust Awareness Project. He lost more than fifty relatives to the Khmer Rouge, including his father, three brothers, one sister, and their families.

Dith Pran Reflects on Working Toward Peace

On April 17, 1975, the communist Khmer Rouge came to power. At first, everyone was happy because we thought peace had finally come. But we were wrong. The Khmer Rouge pointed guns at us and forced us to leave the cities. Families were separated from each other. People died along the way to the forced labor camps. At the camps we worked fourteen to sixteen hours a day, every day, and were given one bowl of watery rice to eat. People were dying everywhere around me. We lived in constant fear. I prayed to Buddha that if I survived, I would tell the world what the Khmer Rouge did to their own people. They took away our families, freedom, our lives. They starved, beat, tortured, and killed us. One thing they couldn't take away was our spirit. I'm not a politician. I'm not a hero. I'm a messenger. It's very important that we study genocide because it has happened again and again. We made a mistake because we didn't believe Cambodians would kill Cambodians. We didn't believe that one human being would kill another human being. That's why we allowed them to kill us. I want you to know that genocide can happen anywhere on this planet. Together we can prevent genocide from happening again. Together we can make a better future for our children

These materials can be obtained at the web page

<http://scu.edu/ethics/architects-of-peace/Pran/homepage.html>

•What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	fall evening	Oregon	cool football weather

2. Word Wall

Introduce 5 important, useful words from today's reading.

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

brazenly
36

disrespectful
36

enthusiasm
36

fascinated
38

panicky
35

READ

3. Review the Timeline

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 today's story selection

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

***Children of the River* by Linda Crew, Chapter 4, pp. 34-39.**

setting	characters	pages
arriving at football game	Sundara, Ravi	34
sitting in stands at football game	Sundara, Kelly	35-39

RESPOND

5. Add to the Timeline

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

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention:

- Sundara and Ravi arrive at their first football game, and Ravi disappears with his friends.
- Sundara wants to go home. She realizes she must wait for Ravi, which is the only reason she could attend the game.
- Kelly spots her and waves her to a seat in the stands with her, and some other girls they know.
- They watch the Rally girls perform. Sundara asks about Cathy Gates, who turns out to be Jonathan's girl friend.
- Sundara remembers Cathy's essay from English class on being who you are [she wondered who else you could be], and how brazenly she hangs on Jonathan.
- When the Rally girls perform, Sundara is shocked at their behavior. She is also surprised that Jonathan would like this [assuming he does].
- Sundara wondered if Jonathan had been flirting with her in classes all of the last week.
- Sundara is surprised at the way the football players dress and yet maintain their masculinity. She is also surprised when they all pray.
- As the game continues the players all appear to smash into each other, which Sundara does not understand. Football in general does not make a lot of sense to her.
- Jonathan scores a touchdown with speed and grace, and Sundara stands cheering with the rest of the crowd.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

Other possible activities for a class group or individual Reader's Theatre

Bookmark Open Mind Portrait g6 Graphic Organizer Poster Ad Map Rap

g7 Main Idea Graphic Organizer c1-12 Cubing Postcard Prop Retelling Cartoon

One possible activity: Courage Bookmark

Use a piece of heavy paper or construction paper big enough to fit inside but be a little taller than the book. Write with markers, crayons, colored pencils or whatever is available. At the top of the bookmark write the word courage in large, bold letters. Then draw a line lengthwise down the middle of the bookmark. On the left side draw images and write words about what courage means to you. On the right side draw images and write words about what courage is not to you. The two sides should contrast what courage is and is not for you. On the back of the bookmark, keep track of examples of courage that show up in the book *Children of the River* as you read it.

One possible activity: Open Mind Portrait of Sundara

Use a large piece of stiff paper for Sundara, paper for bubbles, scissors, glue sticks, and markers; if you want to get more creative you can also use crayons, pens, pencils, paint, construction or tissue paper.

Step One: create a large head shot of Sundara

1. Imagine what you think Sundara 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 her, if you wish.
2. Decide how much of Sundara you wish to show: just the head and face? From the shoulders up? From the waist up? You might want to include at least the shoulders to include some clothing details.
3. Draw Sundara's 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 this colorful.

Step Two: place cartoon bubbles of Sundara's thoughts around the portrait

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

Step Three: add bubbles as you learn new things about Sundara

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

Note: as the conflicts in the novel develop, Sundara's thinking is going to change substantially as she questions things. It would be useful to go back to this portrait several times and add additional bubbles, perhaps in a different color to look at how her thinking changes.

One possible activity: Sketch of the Final Scene

In the final scene of Chapter 4, Jonathan runs the ball to a touchdown with speed and grace. as described on pages 38 and 39. Draw a sketch on paper of this final scene from any point of view you wish. That is, sketch what happened [the touch down play] as a sport reporter saw it, or as Sundara saw it, or as the coach saw it, as the other team saw it, or as you wish to define it.

8. Bridge to a language building activity

Teach a Mini Lesson using *Write AHEAD* pages 384-385

[The Write Ahead Activities are on individual work-pages in a separate file]

9. Explore today's reading

Key Questions Remember to ask literal, structural, idea, craft, author, literature, life, evaluative, and inference questions every day.

- ❖ When she arrived with Ravi, what was Sundara expecting her evening at the football game to be like?
- ❖ What was it about the Rally Girls that Sundara found offensive? Why do you think she was surprised that Jonathan would find the behavior of the Rally Girls interesting?
- ❖ In observing Cathy Gates' behavior, Sundara is making inferences about what she is like. How is she describing Cathy's appearance and behavior, and what do you think she might be concluding it means?
- ❖ Sundara finds there are many things about the game of football, the dress and behavior of football players and their supporters [like the Rally Girls] that she does not understand. What are some of them? Can you give examples of similar things you have not understood in games in other cultures, countries or areas?
- ❖ What was it about Jonathan's final touchdown that helped Sundara understand the game of football?

Key Paragraph

"Where shall we sit?" she asked Ravy when they were inside.

"Sit wherever you want. I'm meeting my friends over there."

"But Ravy-"

Too late. He was already headed for a crowd of younger kids in the end zone.

For a panicky moment Sundara thought of leaving. She'd looked forward to the game; she hadn't planned on being alone. But she'd have to stay. Ravy would need a ride home, and that had been the only reason Soka allowed her to come. Taking a deep breath, she went over to the stands. Most of the seats were filled, and to find an empty one a person had to walk along in front of those rally girls, craning, searching while everyone in the stands looked down and thought, Who is that person in the horrid green jacket? [pp. 34-35]

"I can't believe it!" Kelly said. "I never thought I'd see *you* at a *football* game."

"I can't believe either." Never before had she asked permission to come, and perhaps Soka *had* looked at her a bit suspiciously. But it was a natural thing to want to go to the football game like everyone else, wasn't it? [p. 35]

Sundara remembered Cathy's English class paper that first week. It was written well enough. Something about the importance of being yourself. But how puzzling. Who else could you be? [p. 36]

Sundara found herself on her feet, jumping and clapping with the crowd. She did not understand the game, but she understood speed, she understood grace. She understood why everyone thought Jonathan McKinnon was wonderful. [p. 39]

EXTEND

10. Prompt every student to write a short product tied to today's reading

Prompt 1 – The Courage to Stay and Play

Sundara arrives at the first football game she has ever attended, expecting to sit with Ravi, who disappears immediately to sit with his friends. She is not expecting to deal with this crowd and

For a panicky moment Sundara thought of leaving. She'd looked forward to the game; she hadn't planned on being alone. But she'd have to stay. Ravi would need a ride home, and that had been the only reason Soka allowed her to come. Taking a deep breath, she went over to the stands. Most of the seats were filled, and to find an empty one a person had to walk along in front of those rally girls, craning, searching while everyone in the stands looked down and thought, who is that person in the horrid green jacket? [pp. 34-35]

Sundara does stay for the game and ends up sitting with Kelly and other girls she knows from school. She watches the games and notice two groups in particular: the football players and the rally girls. She doesn't really understand the game until Jonathan makes a touchdown at the end:

Sundara found herself on her feet, jumping and clapping with the crowd. She did not understand the game, but she understood speed, she understood grace. She understood why everyone thought Jonathan McKinnon was wonderful. [p. 39]

Sundara wanted to leave the game but could not. How did it take courage for Sundara to stay for the game instead of leaving as soon as Ravi deserted her. How did it take courage to socialize with a whole group of girls, some of whom weren't all that well known to her. And enjoy the football game? Jonathan had to play the football game. How did it take courage show up, to practice, to prepare, and to overcome the obstacles that got him to the game, and got him through the game? Both speed and grace are enhanced by practice; how does that take courage?

Prompt 2 – An Unexpected Situation

Sundara finds herself in completely new situations frequently as a result of living in the United States as a refugee from Cambodia. Attending a football game for the first time is a completely new situation. She finds it can be both scary and interesting, both puzzling and fascinating. Think of a time when you were in a completely new situation. A situation that was completely foreign to you: unlike any situation you had been in before. What made this situation so different for you? Where were you? What setting variables about the time, place, weather or location were foreign or unsettling to you? Who was there with you? Were you alone? Were there other people you knew or could depend on there? Were you dealing with people who were new to you? What were you doing there? What was happening? What was scary? Interesting? Puzzling? Fascinating? Why was the situation so different for you? What made it so different from other situations you have been in?

Write a paragraph describing a situation, which was completely new for you. This might have been traveling somewhere, attending an event in a different language or culture, going to a new school, visiting a different library, or going to an event that is completely unlike anything you have ever experienced. Describe in detail the situation you were in: where were you? When were you there? Who were you with? What were you doing? Why were you there? How did you get there? How did you leave? Why did you go there? Why did you leave? Explain whether you knew the rules, or specific language, or roles that people play in this situation and whether this made you more or less comfortable. Explain whether you knew many or any people there, and whether this made you more or less comfortable. Explain how the surroundings might have been like, or different from, those you are used to, and whether this made you more or less comfortable..

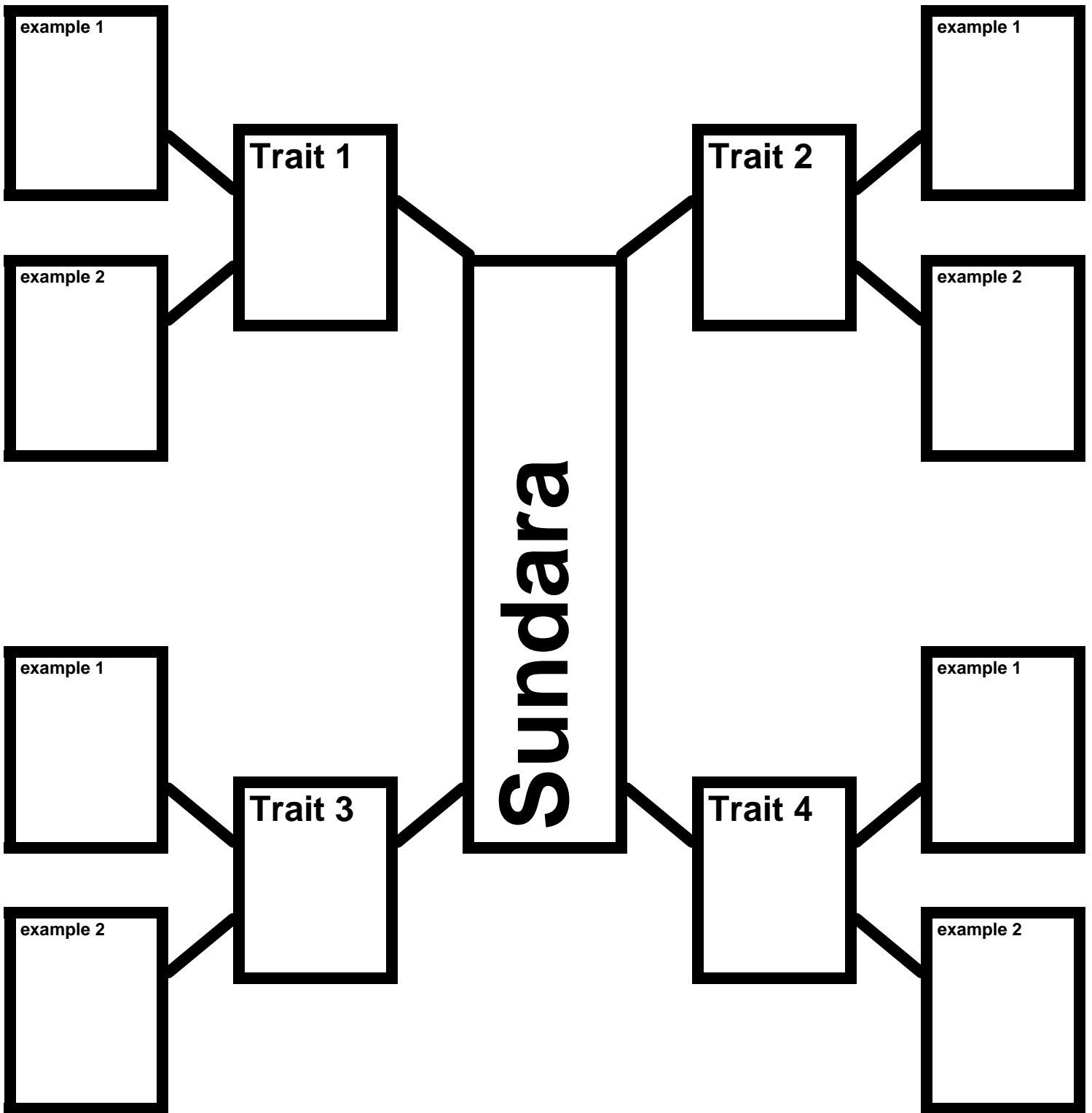
11. Close with a short summary

Extend the reading to the student's lives or to the world.

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way or how we feel at the time. We moderate our emotions and impulses. We avoid extremes like being cowardly or reckless. It is risk for a reason, not risk for a thrill. Courage is the heroic journey of a lifetime in which people live for purposes bigger than themselves. Everyday heroes do ordinary things in extraordinary ways.



Character Profile Chart of Sundara



QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Dith Pran Reflects on Working Toward Peace

On April 17, 1975, the communist Khmer Rouge came to power. At first, everyone was happy because we thought peace had finally come. But we were wrong. The Khmer Rouge pointed guns at us and forced us to leave the cities. Families were separated from each other. People died along the way to the forced labor camps. At the camps we worked fourteen to sixteen hours a day, every day, and were given one bowl of watery rice to eat. People were dying everywhere around me. We lived in constant fear. I prayed to Buddha that if I survived, I would tell the world what the Khmer Rouge did to their own people. They took away our families, freedom, our lives. They starved, beat, tortured, and killed us. One thing they couldn't take away was our spirit. I'm not a politician. I'm not a hero. I'm a messenger. It's very important that we study genocide because it has happened again and again. We made a mistake because we didn't believe Cambodians would kill Cambodians. We didn't believe that one human being would kill another human being. That's why we allowed them to kill us. I want you to know that genocide can happen anywhere on this planet. Together we can prevent genocide from happening again. Together we can make a better future for our children.

Lesson Plan for Week 1 Day 5 Novel *Children of the River* by Linda Crew 5

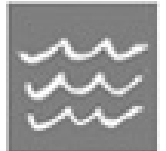
Standards Focus: W 2.2, 2.5, LC 1.4, R 2.0, 3.3, 3.4

- Demonstrate a comprehensive **grasp** of the **significant ideas** of literary works.
- Support important **ideas** and **viewpoints**
- Support through accurate and **detailed reference** to the text or other works.
- Offer detailed and accurate **specifications**.
- Produce legible work that shows correct use of the **conventions** of punctuation and capitalization.
- Determine characters' **traits** by what the characters say about themselves in narration and dialogue.

PREPARE

1. Background knowledge necessary for today's reading

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way, and despite how we feel at the time. It requires us to moderate our emotions and impulses so that we aren't cowardly on the one hand, or reckless the other. It may involve some risk. But it is risk for a reason, not risk for a thrill, and that risk is proportionate to the end to be achieved. Courage develops not in a day, but in the journey of a lifetime, and its adventures. Courage leads me through a heroic journey in which people live for purposes bigger than themselves, and their wants and needs. People are heroic in their daily lives by doing ordinary things in extraordinary ways, and by doing good in spite of obstacles and difficulty.



•What will happen to intellectuals when the Khmer Rouge come to power? How will the Khmer Rouge empty the cities into the countryside?

The Khmer Rouge, during the time they controlled the government of Cambodia from 1975-1979, implemented an *agriculture first* policy. They believed that Cambodia would be strongest if it returned to its former days of surplus grain as the Khmer Empire. To do this they emptied out the towns into the countryside and forced virtually everyone into slave labor. They were especially suspect of people who had lived in towns and cities, had been prosperous, or were educated. Intellectuals, and those who worked for the government, were actually in great danger, and were likely to be killed or become torture victims. The Khmer Rouge considered peasants who lived in the country, and who were poor, less of a threat.

•What do Americans know about the Cambodian Genocide, and how do they tend to perceive it? What do most Americans think happened?

•What is the setting of today's reading?

When	Time of Day	Where	Weather
1975	lunch time	Oregon	outdoor nice weather

2. Word Wall

Introduce 5 important, useful words from today's reading.

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

cratered
46

demur
41

evacuated
51

intellectuals
47

Miscarriage
49

READ

3. Review the Timeline

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 today's story selection

Shared Reading RRP: Read, React, Predict every 2-3 pages

Tape Partner Choral Silent Round Robin Reading

***Children of the River* by Linda Crew, Chapter 5, pp. 40-52.**

setting	characters	pages
High school sitting on bench eating lunch	Sundara, Jonathan	40-44 intro's
		44-45 flirt
		45-47 war
		47-48 family
		48-52 out

RESPOND

5. Add to the Timeline

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

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention:

- Sundara meets Jonathan after International Relations to be interviewed on the situation in Cambodia; the interview ends up being between the two of them alone on the patio, which concerns Sundara.

- Jonathan's father turns out to be a well know pediatrician who treated Little Pon when he was little. He so sick and dehydrated from the boat trip that he weighted only 15 pounds at 2 years; Jonathan's father is the reason Sundara wants to be a doctor.
- Jonathan is impressed with Sundara's plans, but doesn't know what he wants to do when he grows up, other than he doesn't want to play football.
- Sundara begins to tell Jonathan her story of living in Phnom Penh, Cambodia where her father was a high school teacher during the time a protracted war was occurring. Sundara was studying for the high school entrance exam, which she never took because the bombings led to the schools being shut down just before the exams, and a confusing time of rising inflation and difficult living in the city.
- Other male students start coming by making remarks to Jonathan that they would give her [Sundara] a 9; a 10 if she wore a grass skirt. Sundara doesn't understand what they are talking about, Jonathan becomes flirtatious, but Sundara sticks to business.
- Sundara thinks Jonathan is shameless because of the way he discusses how she might look in a grass skirt or in jeans.
- Sundara discusses what the war did to people from the bombing, the horrible conditions in the city, and the anti-war fights in many places.
- Jonathan is reluctant to make Sundara talk about what happened if it makes her feel bad. He says he is glad she got out. It would have been terrible if she had stayed, especially given what they did to intellectuals given that her father is a teacher.
- Sundara clarifies that her family did not get out, only she did; she lives with her aunt and uncle.
- Sundara's father took her from her older brother and younger sister to the airport by pedicab, since all the roads were closed. There he put her on a plane to the coast.
- Sundara never saw or heard from her family again: she is a kamprea [orphan]; she also never heard from Chamroeun, the boy she loved and was to marry.
- The Khmer Rouge came to power and Naro had worked as a clerk for the U.S. government; he had to get out right away.
- They all boarded the boat to wait for everything to calm down. Then the boat sailed for a week with nowhere to go. The boat stalled in the Philippines and eventually settled in the U.S. People didn't know where they were going.
- It was not like the picture some people had of people being readily evacuated by the U.S. with a plan.
- Sundara still has hope that all of her family will be found.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

Other possible activities for a class group or individual Reader's Theatre
Bookmark Open Mind Portrait g6 Graphic Organizer Poster Ad Map Rap
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop Retelling Cartoon

One possible activity: Beginning Middle End Chart: Sundara's Cambodia Story

Fill out the Beginning-Middle-End Chart at the end of the lesson

1. In chapter 5 Sundara tells Jonathan the story of her moving from Phnom Penh to Ream during conflict, and then leaving on a ship as a refugee ending up in Oregon. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. 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.
3. If the events in a column are not in the order they took place, number the items in the column.

One possible activity: Plot Profile Chart for Sundara's Cambodia Story

Fill out the Plot Profile Chart at the end of the lesson

1. Decide on the 10 most important events in the story. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.

This story within the plot flows like a plot: a refugee crisis in a war is such a human tragedy that it is easy to see the flow of the conflict, even though it is rarely a successful resolution.

One possible activity: Magazine of Sundara's Cambodia Story

Use 9x12 to 11x17 stiff paper or butcher paper along with pencils, pens, crayons, markers and construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for People magazine.

1. You have been assigned to do the cover story on the events that took place in Sundara's Cambodia story, as she related it to Jonathan in chapter 5, with some of the background details that came through in chapters 1-4. . You will have the cover and 5 pages to cover the story.

2. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.

2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.

3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.

2. Remember that each page must relate directly back to the cover.

3. Use the first page to introduce the basic facts about the story [the setting in Cambodia and characters: Sundara and her family in Phnom Penh and Ream and their friends in Oregon] and the last page to bring it to conclusion [the resolution of the plot what happened to everyone].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.

2. Assemble the cover and pages like a magazine or in a wall display.

8. Bridge to a language building activity

Teach a Mini Lesson using *Write AHEAD* pages 388-390

[The Write Ahead Activities are on individual work-pages in a separate file]

9. Explore today's reading

Key Questions Remember to ask literal, structural, idea, craft, author, literature, life, evaluative, and inference questions every day.

- ❖ What does Jonathan think happened in Cambodia at the time Sundara's family left and became refugees?
- ❖ Why does Sundara want to become a doctor? Do you think this is a good reason? Why are Sundara and Jonathan so different in their level of certainty about what they want to do in the future?
- ❖ How have Sundara's feelings and thoughts about her family changed as a result of her experiences since she left Phnom Penh?
- ❖ What do you suspect Jonathan is thinking when he realizes that Sundara's family did not get out of Cambodia, and she has not heard from them since?
- ❖ What do you think happened to Sundara's family?

Key Paragraph

"But true. All his meat is gone. Nothing but bone left. We are scared because he is so bad and we cannot understand any English. But your father, he is a very kind man, so tender to all the little ones. He make our Pon well again. My aunt say, 'Oh, if the people here are like Dr. McKinnon, maybe America gonna be a good place after all!' This why I'm wondering if you are the son. You see, it is because of your father I am inspired to be a doctor myself." [p. 41]

"What do *you* plan to be?"

He shrugged. "I don't really know." [p. 42]

"Well, if you're sure." He tapped the *Newsweek* on the top of his stack. "I've already read some about it. Enough to know I'm really glad you got out of there. I mean, I know you miss your home, but from what I've read about the Khmer Rouge being so down on intellectuals, it would have been terrible if you'd stayed. Your dad a teacher..." He shook his head. "Just lucky he got out in time."

"But Jonatan..." She laid down her fork carefully. "He doesn't get out." [p. 47]

"Yes! My father throw me on the pavement. My chest burn, I'm so scared. I feel the hot ground shake my face. Then he yank me up, drag me to the plane step. By now I don't want to go at all, just want to stay with my family. I'm crying, but he doesn't listen. I tell him, look, my elbow bleeding and his glasses have a crack, but he just shove me up with the people."

"And you haven't heard anything since then?"

"No. Only the rumor about what happen when the Khmer Rouge take Phnom Penh. A few who escape say the Communist make everyone march into the country to work and many die. Sometime I say to myself, 'Sundara, you may already be *kamprea*.' That mean orphan. A couple day ago we have a holiday, All Soul Day. We pray for everyone who already die. But I don't know who to pray for, because-well, who die and who doesn't?" [p. 48]

"I have a lot of fun with my brother and sister, even if I act mad with them sometime. Samet have more freedom because he's a boy, and Mayoury, she the little one, so naturally she kind of get spoiled. But I'm just the middle daughter. So when my mother say she sending me to Ream, I say, 'Good, I be glad to get away.' But then I get homesick. You see how foolish? I have to go away before I see how I love my family." [[p. 50]

EXTEND

10. Prompt every student to write a short product tied to today's reading

Prompt 1 –Airport Scene from Sundara's Father's Point of View

Sundara described the scene at the airport in which she last saw her father to Jonathan, with the final note that she has heard nothing from or about him since.

“Yes! My father throw me on the pavement. My chest burn, I'm so scared. I feel the hot ground shake my face. Then he yank me up, drag me to the plane step. By now I don't want to go at all, just want to stay with my family. I'm crying, but he doesn't listen. I tell him, look, my elbow bleeding and his glasses have a crack, but he just shove me up with the people.” [p.48]

In the text the scene at the airport is described as Sundara remembers it. Describe the scene as her father might have seen it. Be sure to include the details that would have been important to him. Before writing think about his point of view. What was important to him. Why was he rushing his daughter to the airport. Why was he trying to get her out in spite of the obstacles? What obstacles were in his way? What was he thinking and feeling as he tried to get his daughter on that plane? Do you think he has courage? Why or why not? If so, how did he show it?

Write a paragraph as though you were the father describing taking Sundara to the airport as you remember it. Be sure to describe the obstacles and the sense of urgency you must have felt.

Prompt 2 – Description of the Boat Going Nowhere

When the Khmer Rouge came to power and those who were in danger left immediately, Sundara tells how they boarded a boat that left hoping that after a few days things would cool down. The boat did not have a planned destination, and certainly didn't have enough food or medicine or all those aboard. As the boat continued on, the passengers realized, as did Sundara:

“Oh, we not heading *for* anyplace. We just getting away from the killing. First we go Thailand, then Malaysia, Indonesia... We don't know *where* we gonna end up. We just floating around like that for six, seven week. Finally the American let us come to a camp in the Phillipine. We stay there awhile, then they bring us to California.” [p. 51]

Imagine that you were on that boat. Write a letter describing the conditions on the boat. Many details were provided in chapter 1 as well as chapter 5. Describe what it is like on the boat. Also describe what you imagine it would be like to be on a boat when you do not know where you are going, when you will get there, and you cannot go back to where you came from. How might you feel? What might you be thinking?

11. Close with a short summary

Extend the reading to the student's lives or to the world.

Courage Requires Moderation. Courage is the good habit of doing the right thing, despite the obstacles in the way or how we feel at the time. We moderate our emotions and impulses. We avoid extremes like being cowardly or reckless. It is risk for a reason, not risk for a thrill. Courage is the heroic journey of a lifetime in which people live for purposes bigger than themselves. Everyday heroes do ordinary things in extraordinary ways.



Beginning-Middle-End Chart

Events in Sundara's Cambodia Story

The story is told to Jonathan in Chapter 5, though you may wish to fill in details from chapters 1-4.

Beginning	Middle	End
<p>How are the characters? What is the setting? What is conflict? What is happening?</p>	<p>What is main action? When does the conflict come to its highest point? When are the roadblocks are their worst?</p>	<p>When does the conflict start to resolve? When do you know how the story will turn out [for now anyway]?</p>

Plot Profile Chart for Sundara's Cambodia Story

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										
Event	1	2	3	4	5	6	7	8	9	10