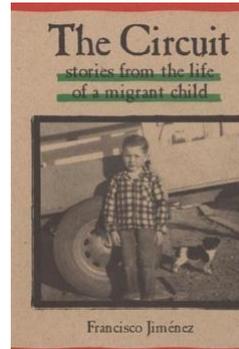


# The Circuit

## Lesson Plan



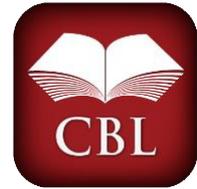
- ISBN-10 0826317979  
ISBN-13 978-0826317971  
Author Jimenez, Francisco  
Publisher University of New Mexico Press  
Copyright 1997  
Lexile 880L  
Genre Children's Literature, Autobiographical Fiction  
Synopsis These 12 poignant short stories about a family of migrant workers in the California fields are based on the author's own experiences. Each story describes the tenacity and courage of a family determined to build on its limited opportunities. California author and setting.  
Themes Immigration and Migration, Perseverance  
Protagonist Latino-American  
Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information [www.scu.edu/character](http://www.scu.edu/character)



# Character Based Literacy Program Lesson Plan

## *The Circuit*, Introduction



### Mapping Activity

\*Note: Objectives of the suggested activity:

- To place the students in the travel of the Jimenez family throughout the novel
- To introduce and build location and distance researching skills
- To allow students to work with classmates to build social skills and allow for a creative outlet

### Introduction

Students will team up with one or two classmates to develop a map depicting the travels of the Jimenez family throughout the novel. The groups will use the Internet or other resource to research states, cities, and the distance traveled using the suggested links. Each day the group will add to their map, resulting in the finished product of a 3x5 foot map (preferred map size is flexible for this activity).

### Background Knowledge

- Use of the Internet
- Map reading
- Use of a distance scale – the miles will be provided by mapquest or another search engine, but students may need a lesson in drawing a map to scale.

### Materials

- Butcher paper or 3x5 poster board (Instructor can determine size)
- Rulers/yard stick
- Colored pencil/lead pencils
- Access to the Internet or map resources

### Activity

- Divide students into groups of 2 or 3
- Introduce the activity
- Hand out materials

## Character Based Literacy Program Lesson Plan

### *The Circuit*, Introduction/Resources



#### Teacher Resources

##### Spanish to English Translations for *The Circuit* by Francisco Jimenez

1. La frontera = the border
2. El Rancho Blanco = The White Ranch
3. Ferrocarriles Nacionales de Mexico = National Railway system of Mexico
4. Cantinflas = a famous movie star from the past
5. Mi' jo = my son
6. Mi' ja = my daughter
7. Dios lo quiera = God would want
8. otra vez la burra al trigo = literally – again the donkey (female) in the wheat.
9. Panchito = Little Francisco
10. La Migra = Immigration/Border Patrol
11. Viejo/Vieja = endearing nickname for spouse. Literally = old
12. Comal = metal skillet used over an open fire
13. Verdolagas = an edible weed
14. Carachita = name given to their old car; jalopy
15. si = yes or if
16. corridos = bullfights
17. Como se dice 'es tuyo' en ingles? = How do you say "it's yours" in English?
18. Torito = little bull. Nickname for Juan Michael
19. Virgen de Guadalupe = The Virgin of Guadalupe
20. frijoles de la olla = beans in a pot
21. la crandera = healer
22. El mal de ojo = evil eye
23. vieja, vamonos al hospital = old lady (endearing term used between husband and wife), we must go to the hospital
24. Santo Nino de Atocha = Holy child of Atocha
25. el Angel de Oro = Angel of Gold
26. Tonto =silly, stupid
27. paisano =countryman
28. Que dios los bendiga = May God bless them
29. Feliz Navidad, vieja = Merry Christmas, old lady (endearing term used between husband and wife)
30. El Perico = The Parrot
31. periquito bonito = pretty little parrot
32. "Santa Maria, Madre de Dios, ruega Senora por nosotros los pecadores ahora y en la hora de nuestra muerte, amen" = Holy Mary, Mother of God, pray for us sinners now and at the hour of our death, amen
33. contratista = contractor
34. mocoso =snotty, stuck up
35. La Bola = the ball
36. alla = over here
37. braceros/bracero = workers allowed to be in the U.S. Circa 1940's
38. Ya es ora = its time
39. listo = ready, smart
40. mi olla = my pot
41. es todo = that's all
42. tienen que tener cuidado= you have to be careful
43. quince = 15
44. chile con carne = chile with meat
45. huaraches = sandals
46. sin vergueuza = brazen

47. abuelita = grandma
48. hacendados = landowners
49. campesinos = field workers
50. librito = little book
51. Mi' jito = my son (endearing)
52. El Ratoncito = little mouse
53. Ay, Dios mio = oh, my god
54. Ya no seas tonto, Pancho! = Don't be silly/stupid, Pancho
55. Gracias a Dios = thanks to God
56. ya pues = enough already
57. Ah, si. Es muy Buena gente. = Yes, he is good people.

# Character Based Literacy Program Lesson Plan

## *The Circuit, Day 1*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

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

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### Who was Cantinflas?

Cantinflas was a small man with big ears, a distinctive mustache, pants that never stayed up, and a little cap cocked upon his always mussed hair. He was a comic actor beloved throughout the Spanish-speaking world and considered the Mexican Charlie Chaplin. He was also compared to Buster Keaton. Unlike the great silent era funnymen to whom he is compared, Cantinflas worked during the era of sound.

Cantinflas devoted his life to helping others through charity and humanitarian organizations, especially those dedicated to helping children. In 1988, he received a lifetime achievement award from the Mexican Academy of Cinema. In 1993, shortly before his death due to lung cancer, Cantinflas was named a "symbol of peace and happiness of the Americas".

## 2. Word Wall

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

nestled (1)	jerked (3)	barricade (4)	outskirts (5)	foreman (6)
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## 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.

#### Read p. 1-8

Setting	Characters	Pages
Guadalajara, Mexico – several miles north	Papá, Mamá, Roberto, Francisco, Fito	1-2
The train	Papá, Mamá, Roberto, Francisco	2-4
Mexicali, Mexico	Papá, Mamá, Roberto, Francisco	4-5
Guadalupe, CA	Papá, Mamá, Roberto, Francisco, Woman, Driver, Lupe Gordillo, Foreman, Conductor	5-8

## RESPOND

### 5. Timeline

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

Students might mention:

- Francisco and his family lived in Guadalajara during the 1940's and dreamed of California.
- Talking about California makes Papá's eyes sparkle.
- Roberto is four years older than Francisco. He did not like living in El Rancho Blanco after visiting his cousin, Fito, in Guadalajara.
- Francisco liked hunting for eggs and going to mass, but what he liked best was listening to stories.
- Papá announced after dinner that they would cross la frontera into California.
- The family took a train from Guadalajara to Mexicali and traveled for two days and two nights.
- After arriving in Mexicali, the family walked out of town, crawled under the fence, and was driven to the tent labor camp.
- The tent labor camp was in Guadalupe. The first night the family slept in a grove of eucalyptus trees.
- Papá learned there wasn't any work available until the strawberries became ripe in two weeks.
- Francisco and Roberto played near the railroad tracks. The conductor dropped a bag of candy and fruit.

### 6. Map

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

#### Map

Students will use the following links to find Guadalajara, Mexico and read about Mexico.

<http://plasma.nationalgeographic.com/mapmachine>

- Click on Country profiles, Explore the World
- Scroll down to North America; click on Mexico
- Read the country profile
- Click on Printable Outline Map
- Select Mexico and leave second dropdown bar blank for all of Mexico
- Click Enlarge
- Students will determine the distance between Guadalajara and Mexicali.
- The map activity begins with them drawing Mexico.
- Then have them locate Guadalajara and Mexicali in the correct spots on their map.

## EXPLORE

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

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### Sketch

Use the description on page 8 to sketch the “Noon Train” conductor dropping fruit and candy to Francisco and his brother, Roberto.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Why do you think Papá’s eyes sparkled when he talked about California?
2. Why do you think Roberto didn’t enjoy living in El Rancho Blanco?
3. What did Roberto and Francisco enjoy doing in El Rancho Blanco?
4. How does Francisco build anticipation when describing the train ride from El Rancho Blanco?
5. Describe a time when you have traveled from one city to another. Where were you going, and what items did you bring with you? Were you excited about the journey?
6. What technique does Francisco utilize to make the trip “under the wire” sound easier than it really was?
7. The Jimenez family is very poor when they arrive in Guadalupe. What evidence can you find to support this?
8. It takes courage to move to a new place. What are your thoughts about moving to a new place and starting over? Would you ever just pick up your belongings and move to a different location if it meant a possibility of a better life? Explain your answer in as much detail as possible.
9. Describe how Francisco and Roberto pass the time until the strawberries are ripe.

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

---

**Key Paragraph, p. 3**

“La *frontera* is a word I often heard when I was a child living in *El Rancho Blanco*, a small village nestled on barren, dry hills several miles north of Guadalajara, Mexico. I heard it for the first time back in the late 1940’s when Papá and Mamá told me and Roberto, my older brother, that someday we would take a long trip north, cross *la frontera*, enter California, and leave our poverty behind” (p. 3).

**EXTEND**

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

---

Francisco was four years old at the time of this event. He describes the family’s beginnings in El Rancho Blanco prior to making the trip to California. What do you recall from that age? Everybody has a beginning, a time when they have vivid memories or feelings. When is your beginning? Who makes up your family? Where did your family begin? What travels have you made?

**Write a 2-3 paragraph narrative that describes where you were born and what you remember from your early years. Use as much detail as you can to describe each memory. In your narrative, explain why you think you were able to remember those memories and why they were significant to you.**

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 2*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### Where is Soledad?

Soledad is located in the central Salinas Valley of Monterey County. The City of Soledad is approximately 130 miles south of San Francisco, 40 miles southeast of the Monterey Peninsula, 25 miles south of Salinas, and 25 miles north of King City. The climate in Soledad is relatively mild and enjoyable year round.

### 2. Word Wall

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jalopy (9)	prongs (11)	dirt clods (12)	ashamed (13)	timidly (13)
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## 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.

---

**Read p. 9-13**

<b>Setting</b>	<b>Characters</b>	<b>Pages</b>
Cotton Field	Papá, Mamá, Roberto, Francisco, Trampita	9-10
Lunch	Papá, Mamá, Roberto, Francisco, Trampita	10
Cotton Field	Papá, Mamá, Roberto, Francisco, Trampita	10-13

## RESPOND

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

---

Students might mention:

- Papá, Mamá, and Roberto went into the fields, leaving Francisco to watch his brother, Trampita.
- Francisco stands on top of the car to watch his family as they went into the field.
- At lunch, Papá wanted to eat quickly, while Roberto and Francisco wanted lunch to last longer.
- Francisco picks cotton in the fields for the first time.
- When Papá, Mamá, and Roberto came back from the fields, they found Trampita crying with a dirty diaper.
- Papá finds dirt clods mixed in with the cotton Francisco picked.
- Papá informs Francisco that his job is to watch Trampita and not to pick cotton.

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

---

### Map

Students will use the following links to find Mexicali, Mexico.

<http://plasma.nationalgeographic.com/mapmachine>

- Click on Country profiles, Explore the World
- Scroll down to North America, click on Mexico
- Read the country profile
- Click on Printable Outline Map
- Select Mexico and leave second dropdown bar blank for all of Mexico
- Click Enlarge

Students will then determine where Guadalupe, CA is located and the distance from California's southern border to Guadalupe, CA using the following link:

[www.mapquest.com](http://www.mapquest.com)

The map activity continues with the groups adding the journey from the border to Guadalupe, CA. **Important: Student should use different colors for every journey line.**

## EXPLORE

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

---

### Cartoon

Draw a cartoon of today's events. Have students draw the following situations and insert captions.

- Francisco standing on top of the jalopy
- The Jimenez family lunch
- Francisco picking cotton
- Mamá and Papá's return

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Why do you think Francisco feels pain in his chest when his parents go into the field?
2. What does Francisco try to accomplish when he climbs onto the roof of the car?
3. Describe how Francisco illustrated the closeness of the family during the lunch break.
4. In your opinion, why do you think Francisco decided to pick cotton for his parents? Do you think it was a good idea for Francisco to try and fool his parents and employer by placing dirt clots in with the cotton?
5. Given the definition/description of responsibility; was Francisco doing what he should have been doing on page 11?
6. Describe the changes in emotions that Papá went through as he noticed Francisco's cotton pile more closely.
7. Why do you think Papá and Roberto have not explained to Francisco how hard it is to work in the field?

### 9. Analyze

Analyze the key paragraph.

---

#### Key Paragraph, p. 13

“Si, Papá,’ I answered timidly. I was hurt and confused. Seeking comfort, I walked over to Roberto and whispered, ‘Someday, I will get to pick cotton with you, Papá, and Mamá. Then I won’t be left alone.’ Roberto put his arm around me and nodded his head” (p. 13).

### EXTEND

### 10. Write

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

---

Papá has just told Francisco his job is to take care of Trampita and that his actions could have gotten the family fired. Francisco is sad and disappointed; he really wants to be with his parents and older brother picking cotton. Have you ever wanted to do something but were told you were too young? Have you been left behind by older family members or friends?

**Write 2-3 paragraphs explaining in detail about a time in your life that you wanted to do something, but were told you were too young. Within the paragraphs, describe the event, how old were you at time of the event, and explain how the event made you feel and what you learned from it.**

### 11. Close

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

---

## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 3*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is the life cycle for a caterpillar?

Depending upon the type of caterpillar, the life cycle can be anywhere from one month to one year. The four basic stages of are: the egg, larva or caterpillar, pupa or chrysalis and adult butterfly. The following website gives a good visual representation of the life cycle. <http://www.thebutterflysite.com/life-cycle.shtml>

### 2. Word Wall

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anxious (14)	suspenders (15)	whiz (15)	cocoon (23)	swarm (25)
--------------	-----------------	-----------	-------------	------------

## 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.

---

**Read p. 14-26**

Setting	Characters	Pages
Home in Tent City	Mamá, Roberto, Francisco	14-15
School Bus	Roberto, Francisco	
Main Street School	Roberto, Francisco, Mr.Sims, Miss Scalapino, Curtis, Arthur	15-21
School Playground	Curtis, Francisco, Mr. Sims, Miss Scalapino, Arthur	21-23
Home in Tent City	Mamá, Papá, Roberto, Francisco	23-24
Main Street School	Francisco, Miss Scalapino, Curtis, Arthur	24-26

## RESPOND

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

---

Students might mention:

- Before ever going to school, Francisco had heard stories from Roberto.
- The Jimenez family was now in outside of Santa Maria in "Tent City".
- The bus ride to school was loud full of kids screaming and yelling.
- Roberto enrolled Francisco in first grade.
- Francisco knew no English; he only understood when someone spoke his name.
- Unable to understand, Francisco spent much of class time watching the caterpillar or daydreaming.
- Francisco got yelled at while speaking Spanish at recess with Arthur.
- Francisco's favorite subject in school was Art, not understanding the directions he drew birds and butterflies.
- On the playground the principal, Mr. Sims gave Francisco a jacket because it was so cold outside.
- The next day Francisco got in a fight with Curtis who claimed the green jacket was his. This caused Francisco to miss recess, making him sad.
- Francisco's butterfly drawing won first place.
- The class watched the butterfly emerge from the cocoon; Francisco was chosen to set it free.
- Francisco gave his award-winning picture of the butterfly to Curtis.

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

---

### Map

Students will use the following links to find Santa Maria, CA:

<http://plasma.nationalgeographic.com/mapmachine>

- Click on Country profiles, Explore the World
- Scroll down to North America, click on America
- Read the country profile

- Click on Printable Outline Map
  - Select North America and leave second dropdown bar blank for all of North America
- Click Enlarge

Students will then determine where Santa Maria, CA is located and the distance from Guadalupe, CA to Santa Maria using the following link: [www.mapquest.com](http://www.mapquest.com)

The map activity continues with the groups adding the journey from Guadalupe, CA to Santa Maria, CA. **Important: Student should use different colors for every journey line.**

## EXPLORE

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

---

### Open Mind Portrait

Create an OMP for Francisco. You have learned about Francisco over the past three days of reading. He has experienced a train ride, picking cotton and going to school for the first time. Sketch your impression of what he looks like. Surround the sketch with cartoon bubbles filled with thoughts you think he may have had so far.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Describe Roberto's first experience with school.
2. What was Roberto's system for knowing if he answered the teacher's question correctly?
3. In your own words, describe Francisco's first day of school.
4. Why was Roberto responsible for enrolling Francisco in school on the first day?
5. What was the initial reaction Francisco had to attending school? Why?
6. How did Francisco make reading enjoyable for himself?
7. In what ways are Curtis and Francisco similar and in what ways are they different?
8. Describe the qualities Jorge Negrete possess to make Francisco his friend?
9. What were the two parts of school Francisco enjoy most? Why do you think these were his favorite things?
10. In attempting to help Francisco, Mr. Sims created a problem for him. In your own words, describe what events lead to the conflict with Francisco.
11. How could have Curtis handled the situation differently so the fight could have been avoided?
12. What did Francisco do in response to the fight?
13. What is the symbolism of the caterpillar and butterfly in relationship to Francisco?
14. Why do you think Francisco gave Curtis his award-winning painting instead of taking it home to his parents?
15. In what ways did Francisco show Responsibility in today's reading?

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

---

**Key Paragraph, p. 16**

“Mr. Sims walked me to my classroom. I liked it as soon as I saw it because, unlike our tent, it had wooden floors, electric lights, and heat. It felt cozy. He introduced me to my teacher, Miss Scalapino, who smiled, repeating my name, ‘Francisco.’ It was the only word I understood the whole time she and the principal talked. They repeated it each time they glanced at me. After he left, she showed me to my desk, which was at the end of the row of desks closest to the window. There were no other kids in the room yet” (p. 16).

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

---

Francisco’s first day of school was filled with fear, anxiety, and hope. He was happy to be at school because of the electricity, heat, and wooden floors. But he was deeply nervous when other students looked at him and found solace in looking at the butterfly in the jar and daydreaming about the possibility of helping his dad.

What do you remember about your first day of school? Where was the school? Who was your principal and first teacher? Did you know anyone in your class? What was the weather like? Did you feel excitement, anxiety, fear, or nervousness?

**Thinking back to your first day of school, write a 2-3 paragraph narrative describing your first day of school. Use detail in your narrative to describe what you wore, what the classroom looked like, what your teacher was like, what items were in the classroom, what your classroom looked like, where you sat in the classroom, etc.**

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 4*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is a sharecropper?

A person who enters into an agreement with a landowner to farm the land and then pay a portion or a share of the crop produced as rent. The tenant pays for use of the land with a predetermined share of his crop rather than with cash.

### 2. Word Wall

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rural (27)	burlap (29)	caretaker (29)	stench (31)	hysterically (34)
------------	-------------	----------------	-------------	-------------------

## 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.

---

**Read p. 27-35**

Setting	Characters	Pages
Tent City, Santa Maria, CA	Mamá, Papá, Roberto, Francisco, Trampita	27-29
City Dump, Santa Maria, CA	Roberto, Francisco	29-30
Tent City, Santa Maria, CA	Mamá, Papá, Roberto, Francisco, Trampita, Juan Manual (Torito), Miss Scalapino, Dona Maria	30-35

## RESPOND

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

---

Students might mention:

- The Jimenez family moved into Tent City, a farm worker labor camp outside of Santa Maria.
- Mamá cooked for the men at Tent City since she couldn't work the fields.
- Francisco and Roberto helped out while Mamá was pregnant.
- Francisco and Roberto went on adventures to the dump to collect things to improve their tent site.
- They found enough wood to cover the floor and a box that would become the baby's crib.
- Two months after his birth, Torito became very sick.

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

---

### Map

Students will determine where Corcoran, CA is located and the distance from Santa Maria, CA to Corcoran, CA using the following link: [www.mapquest.com](http://www.mapquest.com)

The map activity continues with the groups adding the journey from Santa Maria, CA to Corcoran, CA.

## EXPLORE

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

---

### Character Profile Chart

You have had the opportunity to learn about Francisco. Based on what you have learned so far, fill out two character traits on Francisco. Use examples from the reading to support your trait.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Describe Tent City.
2. How did Mamá make ends meet while she was pregnant and living in Tent City?
3. What responsibilities did Francisco and Roberto have while in Tent City?
4. What do you think of Francisco's description of going to the dump with Roberto?
5. Why did the dump caretaker chase them away?
6. In what ways were other people's trash, "treasures" for Francisco and Roberto?
7. What was the baby's name? What was his nickname? Why did they call him that?
8. Describe the impact on the family as Torito began to get sick.

### 9. Analyze

Analyze the key paragraph.

---

#### Key Paragraph, p. 29-30

"Our trip to the dump was always an adventure. We waited until dusk, after the dump caretaker left, before raiding for treasures because we had no money to buy them. When he went home in the evenings, the caretaker locked the more valuable items, such as used clothing, car parts and broken lamps, in a makeshift shed. The larger pieces—mattresses, box springs, broken pieces of furniture—he left outside, leaning against the storehouse. Besides lumber, I collected the books, hoping to read them once I learned how. My favorites were the one with pictures" (p. 29-30).

### EXTEND

### 10. Write

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

---

Francisco describes going to the Tent City dump with his brother, Roberto, and salvaging materials to make their tent a better home. For Francisco and Roberto, it was an opportunity to find items that were treasures for them and trash for others.

When you were young what adventures did you go on with your friends or family? Where would you go? How old were you? Did you parents know about your adventures? What things would you do during your adventures? Did you find treasures in what others had discarded?

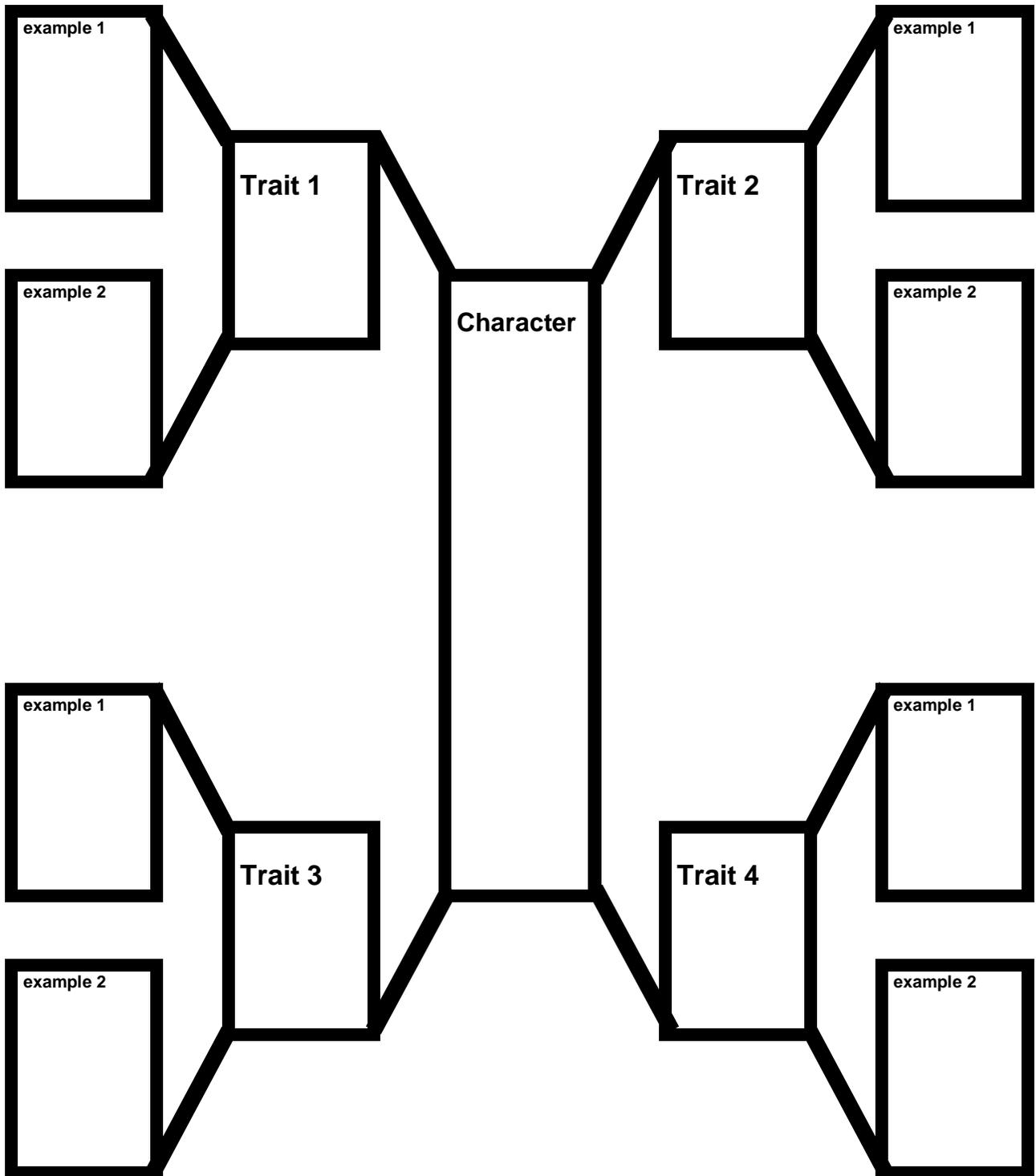
**Write a 2-3 paragraph narrative describing details of your childhood adventures. In your description, analyze what made you so adventurous. Were you ever afraid? Where did you go and whom did you go with? Looking back now, would you describe those adventures as responsible? What did you learn or take from those adventures.**

### 11. Close

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

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# 4g6 Character Profile Chart



## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 5*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---

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



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is faith?

Faith is something that one believes in. It is the belief in something with no real or tangible proof, and a strong conviction or belief with complete trust. Faith is the opposite of doubt. It can also be seen as a strong belief in a supernatural power or powers that control human destiny.

### 2. Word Wall

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

stammered (38)	harsh (38)	hesitantly (40)	cloak (43)	miracle (44)
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## 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.

---

**Read p. 36-44**

Setting	Characters	Pages
Tent City, Santa Maria, CA	Mamá, Papá, Roberto, Francisco, Trampita, Juan Manual (Torito), Miss Scalapino, Dona Maria	36-44
Hospital	Papá, Mamá, Juan Manual (Torito)	37-44

## RESPOND

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

---

Students might mention:

- Dona Maria came over and tried to heal Torito with her medicine.
- When her medicine didn't work and Torito worsened, Papá and Mamá rushed Torito to the hospital.
- Mamá and Papá had to leave Torito in the hospital.
- Francisco feared Torito would die.
- Francisco dreamt of Torito and the holy card.
- The next morning Mamá made a blue outfit that matched the card.
- When Mamá and Papá brought Torito home, he was wrapped in his blue cloak.
- The Jimenez family prayed to el Santo Nino for one year.
- The doctor had told Mamá and Papá it would take a miracle for Torito to survive.

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

---

### Map

As there are no locations to add to the map today, use this as a day to complete the map so far. You can also:

- Review the locations the family has gone so far;
- Have students add additional information to the map—geography of the regions, culture of the area, name the major trades/products in the area.

## EXPLORE

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

---

### Card

Create a get-well card for Torito. Francisco is frustrated by not being able to see his little brother or being allowed to go visit him at the hospital. Based on what you have read today, design the front cover based on how you feel Francisco would react. Inside, tell little Torito how you feel about him and how you hope he gets better and can come home soon. You can write a letter, a poem, or use quotes to convey this message.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Who was Dona Maria? What is her role around Tent City?
2. How did she treat Torito? What were her methods?
3. How did Francisco create drama when telling of Torito's illness?
4. Describe the impact of Torito's illness on each of the family members. Use evidence from the story to explain your answer.
5. Why did Francisco become irritated and angry when he was not permitted to visit Torito in the hospital?
6. What role does faith and religion play in the Jimenez family?
7. Explain, in your own words, the symbolism of Torito wearing the blue cloak.

### 9. Analyze

Analyze the key paragraph.

---

#### Key Paragraph, p. 44

“‘I have something to tell you,’ Mamá said, teary-eyed as she took off his cloak. ‘When we took Torito to the hospital, the doctor told us my son would die because we had waited too long to take him there. He said it would take a miracle for him to live. I didn’t want to believe him,’ she continued, gaining strength as she talked. ‘But he was right. It took a miracle’” (p. 44).

### EXTEND

### 10. Write

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

---

Faith is a major theme in today’s reading. Mamá tells Francisco what the doctor had to say while Torito was in the hospital. She shared how the doctor gave him little chance to live and how it would be a miracle if he did. Mamá says although at first she didn’t want to believe him in reality it was a miracle. Mamá believes faith is the only thing that can save Torito.

Faith takes many forms – faith in one’s self, faith in others, etc. Identify a time in your life when faith played an important role. What did you have to have faith in? What was the situation where you were in need of faith?

**Analyze the strong conviction that Mamá has on faith. Can you recall a time where you had to rely on faith to get you through a difficult time in your life? In 2-3 paragraphs, describe the events that led you to rely on faith to get you through an important event in your life. Describe how and why individuals could not help you alone. Describe to the reader what happened and what you learned from the experience.**

### 11. Close

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

---

## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 6*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### Where is Corcoran, CA?

The city of Corcoran is located in California's fertile San Joaquin Valley. Corcoran is a "small town" with its citizens working together on major community projects. Corcoran was built on a strong agricultural base since it is located near the Tulare Lake Basin, which is one of the most fertile regions in the world.

### 2. Word Wall

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pacing (46)	route (46)	puddles (46)	soggy (46)	drizzle (48)
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## 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.

---

**Read p. 45-50**

Setting	Characters	Pages
Labor Camp, Corcoran, CA	Papá, Mamá, Roberto, Francisco	45-46
School in Corcoran	Francisco, Miguelito	46-47
Labor Camp, Corcoran, CA	Francisco, Miguelito	47-50

## RESPOND

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

---

Students might mention:

- During the rain while in Corcoran, Francisco and the others told ghost stories.
- Francisco liked watching the fish swim next door.
- Francisco made friends with Miguelito, played with him at school, and walked back to the camp after school.
- While splashing in the puddles, Francisco's shoes began to fall apart.
- Francisco and Miguelito made plans to go fishing.
- Francisco was very disappointed that Miguelito and his family had moved.
- Heavy rain overnight caused the river to flood leaving large puddles through the labor camp.
- On his way home from school, Francisco found a little grey fish in the large puddles.
- Some of the fish were beginning to die as the puddles were drying.
- Francisco ran home grabbed a coffee can and began catching the little grey fish and putting them back in the creek.
- Francisco left one last fish on the doorstep next door.
- Later that evening Francisco saw the little grey fish in the fishbowl with the gold fish.

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

---

### Map

Students will determine where Fowler, CA is located and the distance from Fowler, CA to Corcoran, CA using the following link: [www.mapquest.com](http://www.mapquest.com)

## EXPLORE

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

---

### Sketch

Using the description on page 45, Francisco describes looking through the window of his family's cabin into the cabin next door where a fish swam in a fish bowl. Sketch the

scene. Write 3-4 sentences describing what you think Francisco is thinking and feeling as he looks out the window.

### Open Mind Portrait

Add to your Open Mind Portrait of Francisco based upon today's reading: making friends with Miguelito, watching the fish, finding Miguelito's family gone, and saving the little grey fish. How did he feel? What was the range of emotions? What did he think? Add 5-7 thought bubbles to your portrait.

## 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. What made Papá worry while in Corcoran?
2. Francisco said he was lucky to be able to go school. Why was he lucky?
3. In what ways does Francisco use humor when describing events that happened in his life?
4. Why do you think Francisco was curious about whether the fish get lonely? How is the fish used as a symbol in relationship to Francisco life so far?
5. After finding Miguelito and his family have left, why did Francisco's heart sink in his chest? Why do you think Miguelito and his family left the area?
6. How does Francisco illustrate courage in today's reading?
7. What made Francisco pick up the little grey fish and dump them in the creek? Why couldn't he save them all? What could Francisco have done differently to save more?
8. What was the symbolism behind Francisco leaving one last little grey fish on the neighbor's doorstep?
9. Francisco put the fishing rod in the stream and watches it float away. In your opinion why does he do this?

## 9. Analyze

Analyze the key paragraph.

---

### Key Paragraph, p. 50

"I picked up one last, small dying fish and took it to our next door neighbor who owned the goldfish. I knocked and knocked on the door until my hand hurt. No one was home. I placed the coffee can on the front steps and peered inside. The little grey fish looked up at me, rapidly opening and closing its mouth" (p. 50).

## EXTEND

## 10. Write

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

---

There is a story about an individual tossing starfish back into the sea. It can be found in a variety of places. Two links are:

[www.muttcats.com/starfish.htm](http://www.muttcats.com/starfish.htm)

[www.members.aol.com/Cuttyhunk/Rose.html](http://www.members.aol.com/Cuttyhunk/Rose.html)

In the story, the writer tells about making a difference. Students will discuss the story of the starfish, and then identify a time they made a difference in someone's life, or a time when someone made a difference in their life.

**Write 2-3 paragraphs telling the reader about a specific time in your life when you made a difference, or when someone made a difference in your life. Use specific evidence and examples to support your claim.**

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 7*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is the history of Christmas gifts?

Christmas's gift-giving tradition has its beginnings in the Three Kings' offerings to the infant Jesus. The custom of giving gifts to relatives and friends on a special day in winter probably began in ancient Rome and northern Europe. These people gave each other small presents as part of their year-end celebrations. 13th century French nuns distributed presents to the poor on St. Nicholas' Eve. However, gift giving did not become the Christmas tradition it is today until the late 18th century.

### 2. Word Wall

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obligated (51)	apologetically (52)	interrupted (53)	accompanied (53)	settlement (54)
----------------	---------------------	------------------	------------------	-----------------

## 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.

---

**Read p. 51-56**

Setting	Characters	Pages
Labor Camp close to Corcoran, CA	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Husband and Wife	51-56

## RESPOND

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

---

Students might mention:

- Papá decided to move from Corcoran a few days before Christmas.
- The Jimenez family looked for food in the trash behind grocery stores, picking up fruits and vegetables.
- A young couple asked for help by offering to sell a wallet for fifty cents and a handkerchief for ten cents.
- Papá said he would like to help but was broke as well.
- The next labor camp looked like an army settlement.
- The family moved into a big green tent.
- The family now consisted of Papá, Mamá, Roberto, Trampita, Torito and Rubén in addition to Francisco.
- Francisco watched Mamá through a hole in a blanket as she wrapped Christmas gifts.
- Roberto, Francisco, Trampita and Torito all were disappointed with their Christmas gift of a bag of candy.
- Papá gave Mamá the embroidered handkerchief for Christmas, bringing her to tears of joy.

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

---

As there are no locations to add to the map today, use this as a day to complete the map so far. You can also:

- Review the locations the family has gone.
- Have students add additional information to the map—geography of the regions, culture of the area, name the major trades/products in the area, any landforms, and climate of the area.

## EXPLORE

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

---

**Cube**

Based upon today's reading, *Christmas Gift*, fill out and create the cube. You can use the cube as a prompt for detailed writing, string them in a mobile, or use it as a garland in class.

### Open Mind Portrait

Add more bubbles to your OMP of Francisco. How did the days surrounding Christmas impact Francisco? How do you think he is feeling? What is he thinking? Add 5-7 more thoughts based on today's reading.

## 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. What made Papá feel obligated to stay at the rancher's farm until all cotton was picked?
2. Francisco wrote he didn't mind moving again for the third time that year. Why do you think he felt that way?
3. Francisco named this novel *The Circuit*. How has Francisco's life, up to now, been like a "circuit"?
4. How did the butcher know the bones were not for a dog? Why did he leave more meat on the bones?
5. Why was the man apologetic when asking Papá for money?
6. What mood does Francisco create by writing "I heard Papá say, 'we're broke too'"?
7. How did hearing "'we're broke too'" make Francisco's hopes for Christmas fade?
8. What do you think the reason was for Papá walking the couple out to their car?
9. Why was Francisco becoming more anxious and excited as Christmas drew closer?
10. What made Mamá cry as she wrapped the kids' Christmas gifts?
11. Describe the children's reaction as they opened their Christmas gifts.
12. How did Papá make Mamá cry? How would you describe her feelings?

## 9. Analyze

Analyze the key paragraph.

---

### Key Paragraph, p. 56

"Searching for words to tell Mamá how I felt, I looked up at her. Her eyes were full of tears. Papá, who was sitting next to her on the mattress, lifted its corner and pulled out from underneath the white embroidered handkerchief. He tenderly handed it to Mamá, saying, '*Feliz Navidad, vieja*'" (p. 56).

## EXTEND

## 10. Write

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

---

Mamá was so happy with getting the handkerchief as a Christmas present from Papá that she began to cry. Her show of emotion came out because she was not expecting any gift at all as the family was broke.

Have you ever given a gift that made the person receiving the gift so happy that they were brought to tears? Have you ever received a gift that caused you great joy, perhaps something you wanted badly but didn't really expect to get?

**Write 2-3 paragraphs about an unexpected Christmas gift you either received or gave that made an impact. Use concrete details of the scene and people involved. Convey the person's thoughts and feelings through your descriptions.**

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

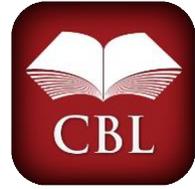
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**5c12 Cubing the Structure of a Text**

	<b>Title/Author</b>		
		<b>Setting</b>	
	<b>Conflict</b>	<b>Characters</b>	<b>Plot</b>
		<b>Theme</b>	

## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 8*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is a vineyard?

A vineyard is a specific kind of farm that specializes in growing grapes. The majority of vineyards grow grapes that are used in wine. Some vineyards grow grapes that are sold at grocery stores and supermarkets. Some vineyards also grow grapes that are used in grape juice, brandy, or fortified wines.

Different vineyards specialize in growing different kinds of grapes for wine. The type of grape grown in a vineyard is largely contingent on the climate and soil types found in the vineyard's area.

### 2. Word Wall

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tragic (57)	dilapidated (57)	shrieking (58)	dwellings (61)	canvas (62)
-------------	------------------	----------------	----------------	-------------

## 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.

---

**Read p. 57-64**

Setting	Characters	Pages
Jacobson Vineyards in Fresno, CA	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Don Pacho, Chico, Pilar, El Perico, Catarina	57-60
Corcoran, CA	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Foreman	61-64
Cabin	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra,	61-64

## RESPOND

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

---

Students might mention:

- El Perico was a red, green, and yellow parrot that Francisco and his entire family loved.
- Francisco spent hours teaching El Perico to say “periquito bonito”.
- El Perico would sit on Francisco's finger, rub his beak on Francisco's nose and wait for Francisco to kiss his head.
- El Perico's other friend was Catarina, a spotted black cat.
- If Chico and Pilar came without Catarina, El Perico would flap his wings and make loud shrieking sounds.
- After hearing El Perico's shrieking, Papá got a broom, knocked him off the wire and killed him.
- Francisco was heartbroken; he cried and ran from the house and hid in a shed.
- Praying in the shed calmed and comforted Francisco.
- El Perico was buried in a cigar box in the vineyard behind the garage.
- The Jimenez family left Fresno for Corcoran in late October.
- Papá told Francisco he was still too young for his own sack.
- Before going to bed, Papá arranged his glass of water, aspirins, Camel cigarettes and empty coffee can next to the bed.
- Baby Rorra slept in a crate next to the mattress.
- The Jimenez family now consisted of Papá, Mamá, Roberto, Francisco, Trampita, Torito, and Rorra.

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

---

**Map**

Students will determine where Fresno, CA is located and the distance from Corcoran, CA to Fresno, CA using the following link: [www.mapquest.com](http://www.mapquest.com)

## EXPLORE

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

---

### Character Profile Chart

Fill in another character trait for Francisco based upon today's reading. Be sure to include page number of your supporting detail.

### Obituary

Create a death notice and prepare a eulogy for El Perico. Remember this was Francisco's best friend. Recall the things they did together, how he made Francisco feel, and what he looked like. Include a sketch of El Perico.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. How does Francisco build drama in his story of El Perico in the first sentence of the chapter?
2. What was El Perico's favorite pastime? Why do you think he enjoyed this?
3. How was it possible that El Perico and Catarina become such good friends?
4. Describe the events that led up the death of El Perico?
5. What comforted and soothed Francisco's soul after the death of El Perico?
6. In your opinion, what purpose did visiting El Perico's grave every day serve Francisco?
7. Francisco was surprised when Papá unfolded only three sacks. Why was he surprised?
8. Explain why Papá said Francisco was too little to have his own sack?
9. Papá was not amused with Mamá's joke about the sack being the prettiest wedding dress she had seen. Why was Papá not amused?
10. Describe the tone of the house and of Papá every time it rains. Use details from the book to explain your answer.
11. Francisco stated he didn't mind the rain. What was it about the rain he didn't mind?

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

---

### Key Paragraph, p. 57

"I, and the rest of my family, grew to love *El Perico*. I spent hours teaching him how to say "*periquito bonito*." His favorite pastime was walking back and forth across a thin, long wire that my mother sometimes used for hanging our clothes to dry..." (p. 57).

## EXTEND

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

---

Francisco describes El Perico, a red, green, and yellow parrot, the amount of time he spent teaching the parrot, and how the entire family grew to love the little bird. Have you ever spent a great deal of time teaching or training a pet? What was the trick you worked so hard on? Did your entire family enjoy the pet, or was it primarily your pet?

**Write 2-3 paragraphs about a pet you had, you have or would like to have. Using the Internet, describe what the pet looks like, what it eats, and how you would take care of it in the environment that you currently live in.**

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 9*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

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



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What are cotton bolls?

Round, fluffy clumps in that cotton grows on a cotton plant, in today's reading Francisco and his family will be working the cotton field. These sites provides images of cotton bolls: [http://www.cottonman.com/cotton\\_bolls.htm](http://www.cottonman.com/cotton_bolls.htm). This site provides a good chart of the cotton plants germination process:

<http://www.cottonjourney.com/storyofcotton/page3.asp>

### 2. Word Wall

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

honking (66)	perked (66)	sluggishly (66)	grazed (68)	dangled (70)
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## READ

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

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

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**Read p. 65-72**

Setting	Characters	Pages
Corcoran, CA	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Foreman	65-72
Cabin	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra,	65-67
Fields	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Foreman	67-69
Cabin	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra,	69-72

## RESPOND

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

---

Students might mention:

- Francisco and Roberto wash the dishes after breakfast in the same tub Mamá used for bathing the kids and washing the clothes.
- The labor contractor drove around the labor camp honking his horn and telling everyone the cotton was dry and ready to pick.
- This sound perked Papá up.
- Papá, Mamá, Roberto and Francisco went into the field to pick the cotton.
- Trampita stayed in the car watching Torito, Rubén and Rorra.
- Papá explained “cotton bolls are like roses, pretty but can hurt you”.
- The labor contractor had to feel the cotton to ensure it was dry before they could start working.
- Francisco would go ahead of Mamá and Papá picking the cotton and piling it for them to pick up.
- The labor contractor teasingly asked Francisco where his sack was.
- The Jimenez family picked 600 lbs. of cotton. They were paid \$18 for the day.
- Francisco was determined to prove to Papá he was ready for his own sack during the Thanksgiving holiday.
- After a couple minutes of picking Francisco's toes were numb and he could hardly move his fingers.
- Francisco had to go stand at the fire, proving Papá's point he was not ready for his own cotton sack.

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

---

### Map

Students will determine where Santa Rosa, CA is located and the distance from Fresno, CA to Santa Rosa, CA using the following link: [www.mapquest.com](http://www.mapquest.com)

## EXPLORE

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

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**Open Mind Portrait**

Add bubbles to your OMP based upon today's reading. Francisco dealt with some disappointment, humiliation, teasing and shame today. What may he be thinking about in some of those situations?

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

**Key Questions**

1. Why would the labor contractor drive around honking his horn?
2. How did Francisco feel about the honking of horn? How did his feelings change based on whether or not he had school?
3. If Papá hated any kind of noises, then why did the honking of the horn perk him up?
4. How do you think Francisco felt about not having to stay behind and watch his younger siblings?
5. What was the reason Francisco would go ahead of Mamá and Papá picking cotton and making piles?
6. Why did Francisco pretend not to hear the labor contractor?
7. In what way was proving himself over the Thanksgiving weekend so important to Francisco?
8. Describe the weather conditions while Francisco was picking cotton. How did the weather affect Francisco?
9. What happened to Francisco when he started picking the cotton? How did he deal with this?

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

---

**Key Paragraph, p. 72**

“Frustrated and disappointed, I walked over to Papá. He straightened up and looked down at me. His eyes were red and watery from the cold. Before I said anything, he looked at Roberto, who bravely kept on picking, and told me to go over to the fire. I knew then I had not yet earned my own cotton sack” (p. 72).

**EXTEND**

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

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Francisco tried proving to Papá he was ready for his own cotton sack, but after a few seconds of picking, his hands and feet were frozen. He then has to walk over to Papá and let him know that he was too cold. Roberto was braving the cold, and looking into Papá's red watery eyes caused Francisco to feel great frustration and disappointment.

When have you wanted to prove to your parents you were old enough, big enough or ready to help out with a project? What activity has your family done but you couldn't because you were too small or too young? When have you tried to prove to

your parents or family you could do it and failed because they were right and you were not yet ready? How did you feel when this happened?

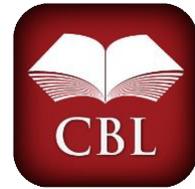
**Write 2-3 paragraphs narrating a time when you wanted to prove to your parents that you were old enough, big enough, or ready to help out with a project? Explain in detail what you wanted and what you did to prove to your parents you were able to handle it. Be sure to include the item or event you wanted to do and what steps you took to try and get the item. Were you successful or were your parents correct in the cautiousness? Using details, relate the events to your reader and communicate how those events affected you.**

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 10*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is a kerosene lamp?

A kerosene lamp is a lamp that uses kerosene oil to produce light. Compared with other [oil lamps](#), they were safe, efficient, and simple to operate. An adjustment knob was the only mechanism needed as it controlled the lamp's brightness by raising or lowering the wick to vary the size of the flame. A glass chimney, which was used more widely and effectively on kerosene lamps than on any previous lamps, enhanced the steadiness, brightness, and cleanness of the flame.

### 2. Word Wall

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accompanied (74)	thoroughly (75)	wearily (76)	termites (77)	jotted (78)
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## 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.

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**Read p. 73-83**

Setting	Characters	Pages
Labor Camp – Santa Maria	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Ito	73-76
Fresno, CA	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Mr. Sullivan	76-81
School in Fresno	Francisco, Mr. Lima	81-83

## RESPOND

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

---

Students might mention:

- “Ya es hora” were the words that Francisco waited to hear 12 hours a day, every day, 7 days a week, week after week.
- Everything they owned was packed into cardboard boxes.
- Papá was very proud of his little jalopy, an old black Plymouth.
- When Papá pulled the car up, Roberto and Francisco quickly carried out the boxes while Papá tied the mattress to the roof.
- Mr. Sullivan offered work the entire season plus allowed them to stay in an old garage near the stables.
- The garage was worn by time and termites, had no windows and a dirt floor.
- Francisco got sick from the heat and drinking too much water.
- Roberto and Francisco hid in the vineyards so they wouldn’t get in trouble for not attending school.
- For days, Francisco’s body ached from working.
- On his first day of school, Francisco was surprised by the sound of English.
- Mr. Lema was his 6<sup>th</sup> grade teacher.
- When Mr. Lema explained the day, Francisco felt uneasy.
- During recess, Francisco took his book to the bathroom to practice reading, and then returned to class asking Mr. Lema for help.
- Mr. Lema became Francisco’s best friend.
- Mr. Lema offered to work with Francisco on his English and later to play the trumpet.

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

---

### Map

Students will determine where Santa Rosa, CA is located and the distance from Santa Rosa, CA to Santa Maria, CA using the following link: [www.mapquest.com](http://www.mapquest.com)

## EXPLORE

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

---

### Advertisement

Since the Jimenez family moves so frequently, Francisco and Roberto have packing and unpacking down to a science. Create an advertisement for *Jimenez Packing & Moving Company*. Consider the area they are moving to, who the people they would be moving are, what they are willing to do, and how much they would charge.

### TV Commercial

After you create your visual ad, create a 30 second commercial where you try to get more business.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

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### Key Questions

1. Why were the braceros not picking as many boxes of strawberries?
2. Why do you think that Papá and Roberto were so quiet on the drive home?
3. In what ways is moving to a new location affecting Francisco?
4. How does Francisco explain how he felt about leaving?
5. Why did Papá say that he, Roberto and Francisco would sleep outside under the trees?
6. What did Roberto know about drinking water that Francisco did not?
7. If Roberto had a choice between school and working the fields, which do you think he would choose? Which would you chose and why?
8. What caused Francisco to feel relief when Papá and Roberto went to work?
9. How did Mr. Lema know to not have Francisco read right away?
10. What was it about Mr. Lema that made him willing to sacrifice his lunch hour to spend time with Francisco?
11. How do you think Francisco felt when he saw everything packed up knowing the family was moving again?

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

---

### Key Paragraph, p. 83

“Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. ‘Gladly,’ he said.

For the rest of the month I spent my lunch hours working on English with Mr. Lema, my best friend at school” (p. 83).

## EXTEND

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

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Mr. Lema was willing to help Francisco learn to read and offered to teach him how to play the trumpet. Francisco states that Mr. Lema was his best friend at the school in Fresno. Mr. Lema seems to understand Francisco as he did not make him read on page 82. But like a friend, Mr. Lema did want Francisco to grow as a reader, and thus helped Francisco at lunch to improve his reading.

Who in your life has helped you become better? Who knows what is best for you? What did this person do to help you? How did you become better and what did you learn about yourself?

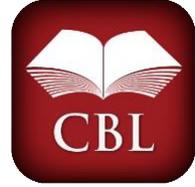
**Identify someone close to you, someone you would consider a best friend. Write 2-3 paragraphs describing the person and what they did for you to make you a better person. In your writing describe the things he/she did to guide you. Tell about the event and what you took from it. Give evidence and details of your improvement.**

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 11*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is Kick the Can?

Kick the Can is an old-fashioned game that was played by children during the Great Depression. A variation of Hide and Seek, it was traditionally played in several adjoining backyards.

One person is designated as “it.” A coffee can is placed in the middle of the yard. Another area of the yard is designated as “jail.” The player who is “it” covers his or her eyes and counts to a predetermined number. “It” then goes in search of the other kids. When one is sighted, “it” runs to the can and calls out the person’s name, saying, for example, “Thomas is in the can!” Thomas then has to go to “jail.” If the person who has been spotted is able to run to the can and kick it before “it” reaches the can, he or she is

still free and can hide again. A player who has not been spotted can “kick the can” and free all the players who are in “jail.” The game continues until all players are in “jail.” Then the person who was captured first becomes “it.”

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

mood (85)	ripe (88)	leech(92)	barrack (94)	swaggered (94)
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## 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.

**Read p. 84-95**

Setting	Characters	Pages
School	Francisco, Miss Logan	84
School Bus	Francisco	84-85
Labor Camp, Santa Maria	Francisco, Carlos, Trampita, Torito, Rubén, Manuelito, Roberto,	85-87
Fields, Santa Maria	Papá, Roberto, Francisco, Ito, Mr. Diaz, Gabriel	87-90
Labor Camp, Santa Maria	Francisco, Carlos	90
Fields, Santa Maria	Papá, Roberto, Francisco, Ito, Mr. Diaz, Gabriel, the contratista	90-92
Labor Camp, Santa Maria	Francisco, Carlos, Trampita, Torito, Rubén, Manuelito	93-94
Fields, Santa Maria	Papá, Roberto, Francisco, Ito, Mr. Diaz, Gabriel	94-95
Labor Camp, Santa Maria	Francisco, Carlos, Trampita, Torito, Rubén, Manuelito	95

## RESPOND

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

Students might mention:

- When Miss Logan asked the class to talk about their summer vacation, Francisco became sad.
- On the bus ride home, Francisco figured how long he’d be out of school.
- Carlos, an older neighbor, organized a game of kick-the-can, which had to be played according to his rules.
- Once he started playing the game, Francisco forgot about his worries.
- Francisco met, worked with, and enjoyed the company of Gabriel.
- Papá taught Gabriel how to pick strawberries.
- Francisco and Gabriel traded sandwiches at lunch.
- Strawberry picking was tedious work; 6am to 6pm every day. Francisco enjoyed lunch with Gabriel.
- Gabriel and Francisco were loaned out to another sharecropper.

- Gabriel was asked to and he refused to pull the plow like an animal.
- Gabriel nearly got into a fight with Diaz for refusing.
- During kick-the-can, Francisco stood up to Carlos as Gabriel did to Diaz.
- Carlos backed down and allowed Manuelito to play, a victory for Francisco.
- The next morning they learned Gabriel had been fired and sent back to Mexico for his disagreement with Diaz.
- When Francisco got home he was sad and depressed over Gabriel, it took much pleading from Manuelito for him to play.

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

---

### Map

Students will then determine where Morales, Mexico is located and the distance from Morales to Jalisco, Mexico is using the following link:

<http://plasma.nationalgeographic.com/mapmachine>

## EXPLORE

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

---

### Open Mind Portrait

In today's reading, Francisco has many highs and lows dealing with people; Gabriel, Diaz and Carlos. What is he feeling in today's reading? The school year is ending and the students are excited, but he is sad. He saw two men almost fight and he did the right thing by standing up to a bully. He learned that Gabriel was fired for doing nothing wrong. What things are running through Francisco's head? Add 5-7 thought bubbles describing his thoughts and feelings.

### Advertisement

Create a "want ad" for a field laborer. Now that Diaz has gotten Gabriel fired, the crew will need another person to work. Be sure to include the hours of work, rate of pay, location of fields, and who owns the property. Include a visual representation and create a commercial for the radio as well.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Explain why you think Francisco is in a bad mood on the last day of school.
2. Describe what Francisco meant when he told himself "One-hundred-thirty-two more days after tomorrow".
3. How did playing kick-the-can with the other kids make Francisco feel? Why do you believe he felt this way?
4. How does Francisco show his responsibility during kick-the-can?
5. Describe Gabriel.
6. Gabriel believed that Papá was lucky. Why did he feel this way? Do you agree with him? Explain.

7. Describe the events that led to Gabriel having an altercation with Mr. Diaz. Would you have done the same thing as Gabriel, giving the same situation? Why or why not?
8. Explain what Gabriel meant when he told Francisco “He can fire me. But he can’t force me to do what isn’t right. He can’t take away my dignity. That he can’t do!”
9. In what ways did Francisco show courage and responsibility in today’s reading. Explain your answer by using details from the book.
10. When Francisco learned Gabriel had been fired and sent back to Mexico, he became very upset. What was he upset over? Why do you think he felt this way and how would you have reacted to this?
11. How does Francisco explain his final game of kick-the-can? What does this say about Francisco?

## 9. Analyze

Analyze the key paragraph.

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### Key Passage, p. 94

“What’s the matter, Panchito?” He asked. ‘You’re moving too slow. You need to speed it up.’

‘I keep thinking about Gabriel,’ I answered.

‘What Diaz did was wrong, and someday he’ll pay for it, if not in this life, in the next one,’ he said. ‘Gabriel did what he had to do’” (p. 94).

## EXTEND

## 10. Write

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

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There comes a time in everyone’s life that a tough decision has to be made. In this case, Gabriel had to decide between his pride and money. Responsibility is the active side of morality – doing what I should do. More specifically, doing the one thing I should be doing right now. One could argue that Gabriel did the right thing—he stood up for himself, took his family into consideration, and did the job—but still was fired. As stated by Papá in the above paragraph, those things sometimes happen when a person is doing what must be done.

**Write 2-3 paragraphs identifying a time in your life when you had to do the right thing though it was tough to stand up either to the pressure of people or the authority you were disagreeing with. In your writing, convey a clear picture of the event. Use telling details to paint a vivid picture for the reader.**

## 11. Close

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 12*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---

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



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What is the San Joaquin Valley?

Eight counties comprise the San Joaquin Valley region; all of [Kings County](#), most of [Fresno](#), [Kern](#), [Merced](#), and [Stanislaus](#) counties, and portions of [Madera](#), [San Luis Obispo](#), [Tulare](#) counties. Well-suited for farming, the region is hot and dry in summer with long, sunny days. Winters are moist and often blanketed with heavy fog. The broad, flat valley is ringed by the Diablo and Coast Ranges on the west and the Sierra Nevada foothills on the east.

### 2. Word Wall

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

droning (96)	glanced (98)	avored (98)	soothing (100)	blistering (105)
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## READ

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

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

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**Read p. 96-105**

Setting	Characters	Pages
Car ride from Santa Maria to Orosi	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Ito, Mr. Sullivan, Mr. Patrini, Carl, Mr. Lema, Miss Martin	96-103
Orosi – Mr. Patrini’s yellow house	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra,	103-105
Fields in Orosi	Papá, Roberto, Trampita, Francisco	105

## RESPOND

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

---

Students might mention:

- Following strawberry season, Papá moved the family from Santa Maria to the San Joaquin Valley to pick grapes.
- Papá decided not to return to Fresno but headed to Orosi instead.
- Papá gave Francisco a 1910 Lincoln Head penny to commemorate his birthday.
- Papá told Francisco that his father favored the Mexican Revolution.
- Carl gave Francisco an 1865 Indian Head penny.
- Carl invited Francisco to his house to see his coin collection.
- Francisco began keeping a notebook of words he wanted to learn.
- The house in Orosi was an old two-story wooden house.
- Papá, Roberto, Francisco and Trampita picked grapes while Mamá stayed home with the younger kids.
- At the end of the day, Francisco was covered with dust from head to toe.

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

---

### Map

Students will then determine where Orosi, CA is located and the distance from Santa Maria, CA to Orosi, CA using the following link: [www.mapquest.com](http://www.mapquest.com)

## EXPLORE

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

---

### Open Mind Portrait

In today’s reading, Francisco deals with the highs and lows of the coin collection, amazement while visiting Carl’s house, and picking grapes. What are some of the

thoughts, feelings and reflections he has today. How would you feel if you were experiencing what he goes through today?

### Suitcase Activity

Francisco and his family are very adept at packing and moving quickly. Having read twelve days of *The Circuit*, if you were Francisco, what would you want to pack to take with from town to town? What things does he enjoy doing? What could you take and pack that would make life easier, happier and more enjoyable? Create a suitcase using construction paper. On the back list the things that you would take with you when you move. What traits would you carry with you? List reasons those traits are important to you.

## 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Why does Papá give Francisco the 1910 Indian Head penny?
2. Who in Francisco's family supported the Mexican Revolution?
3. What was so amazing about Carl's house?
4. After seeing Carl's house, Francisco felt unsure about having Carl come to his house. Why did he feel this way?
5. Francisco's family moved the next weekend and Carl never got to come over. He states, "I never saw my friend again." Describe the emotions you think Francisco felt.
6. Why do you think Francisco began keeping words and definitions in his little note pad?
7. When Rorra does not get a penny from Francisco, she pouts and stomps away. How does this give you a preview of what will happen in the future with her and pennies?
8. Explain why was it difficult for Francisco to accept the fact he and his family were living in a house.

## 9. Analyze

Analyze the key paragraph.

---

### Key Passage, p. 100

"When I walked in, I was amazed. I had never been inside a house before. The rug under my feet felt like a sack full of cotton. The living room warm and as big as the one-room cabin we lived in" (p. 100).

## EXTEND

## 10. Write

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

---

When Carl took Francisco home with him, it was his first time inside a house. The living room alone was as large as the cabin Francisco's entire family was living in. He was amazed by the size of the house and feel of the rug.

When have you experienced amazement? Where were you that you had the same experience as Francisco? Was it inside or outside? Who was responsible for you being amazed? What feelings or emotions did you leave with?

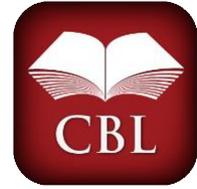
**Write 2-3 paragraphs describing your amazement; be sure to include details of where you were and who was with you. Explain the events that lead to your exposure of the opportunity. Use precise words and phrases, telling details and sensory language to convey a picture of the experience.**

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 13*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

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

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What are Lincoln Head and Indian Head pennies?

The Lincoln Head cent was designed by Victor David Brenner. It entered circulation in 1909. It has endured with the same "heads" side design ever since, making it the longest running coin type in U.S. history, and placing it among the longest running coin types ever in world coinage history. The reverse design on the Lincoln Cent changed once, in 1959, from the "wheat ears" type to the current Lincoln Memorial design, and the metal the Lincoln penny is made out of has seen several changes. The story of the Lincoln Cent is full of fascinating details

The Indian Head one-cent coin was produced by the [United States Mint](#) from 1859 through 1909. It was designed by **James Barton Longacre**, the Engraver at the

**Philadelphia Mint.** The “heads” side of the coin shows UNITED STATES OF AMERICA, an Indian head facing to the left, wearing a feather bonnet. The word LIBERTY is shown on the band across the bonnet, and shows the production date below. The coin's reverse side shows ONE CENT within a laurel wreath. In 1860, the reverse design was changed slightly, showing ONE CENT within an oak wreath, with three arrows inserted under the ribbon that binds the two branches of the wreath. Above and between the ends of the branches is the shield of the United States. Total production of the Indian Head cent was 1,849,648,000 pieces.

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

swiftly (106)	calmed (108)	burnt (110)	glare (111)	clenched (111)
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## 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.

**Read p. 106-112**

Setting	Characters	Pages
Orosi – Mr. Patrini’s yellow house	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra	106-112

## RESPOND

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

Students might mention:

- Francisco discovered his two prized pennies were missing.
- When he asked Rorra if she took them, she nodded and offered him a gum ball.
- Mamá told Francisco the story of the ant and the mouse to make him feel better.
- When Mamá lit the stove, it burst into flames catching the curtains on fire.
- Roberto tried to put the fire out with water, which only made it worse.
- Papá got everyone out of the burning house, and then came out himself holding the metal box holding their life savings.
- Francisco remembered his notepad and tried to run back into the burning house.
- The house burned to the ground before the firemen arrived.
- Francisco was very upset by the fire and losing his few belongings.

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

### Map

Students will then determine the distance from where your class is to Orosi, CA using the following link: [www.mapquest.com](http://www.mapquest.com)

## EXPLORE

## 7. Activity

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

---

### Character Profile Chart

After today's reading, what character traits do you see in Francisco? How does he deal with disappointment, anger, and frustration? Add examples from today's reading to support your answer.

### Character Interaction Chart

Using Francisco, Rorra, and Mamá, complete the character interaction chart based upon the last two days of reading.

## 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Explain why Francisco was so upset by Rorra using his pennies.
2. In what ways could Francisco have acted in a more responsible manner?
3. What effect did Mamá's story of the ant and the mouse have on Francisco?
4. What hint does Francisco give you that a problem is about to arise in the kitchen?
5. Do you think that Papá acted responsibly when he was asked about the smell of gasoline?
6. Francisco was so intent on running back into the house to save his notebook. What was so important about his notebook?
7. How did Papá handle the house burning down and losing all the family possessions? Describe how you would feel if you everything you own burned up in flames?
8. Why were Mamá's words of encouragement late to make a difference to Francisco?

## 9. Analyze

Analyze the key paragraph.

---

### Key Passage, p. 111

"Yes, but what about my *librito*. It's gone, just like my pennies,' I responded. After a long pause she said, 'Do you know what was in your *librito*?' 'Yes,' I answered, wondering why she asked. 'Well... if you know what was in your *librito*, then it's not all lost'" (p. 111).

## EXTEND

## 10. Write

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

---

In the above paragraph, Mamá convinces Francisco he still has his stories and ideas because of his memory. His stories are alive because he possesses the imagery and lessons from the events in his mind. Francisco eventually puts those stories down in a new *librito*, the book you are reading.

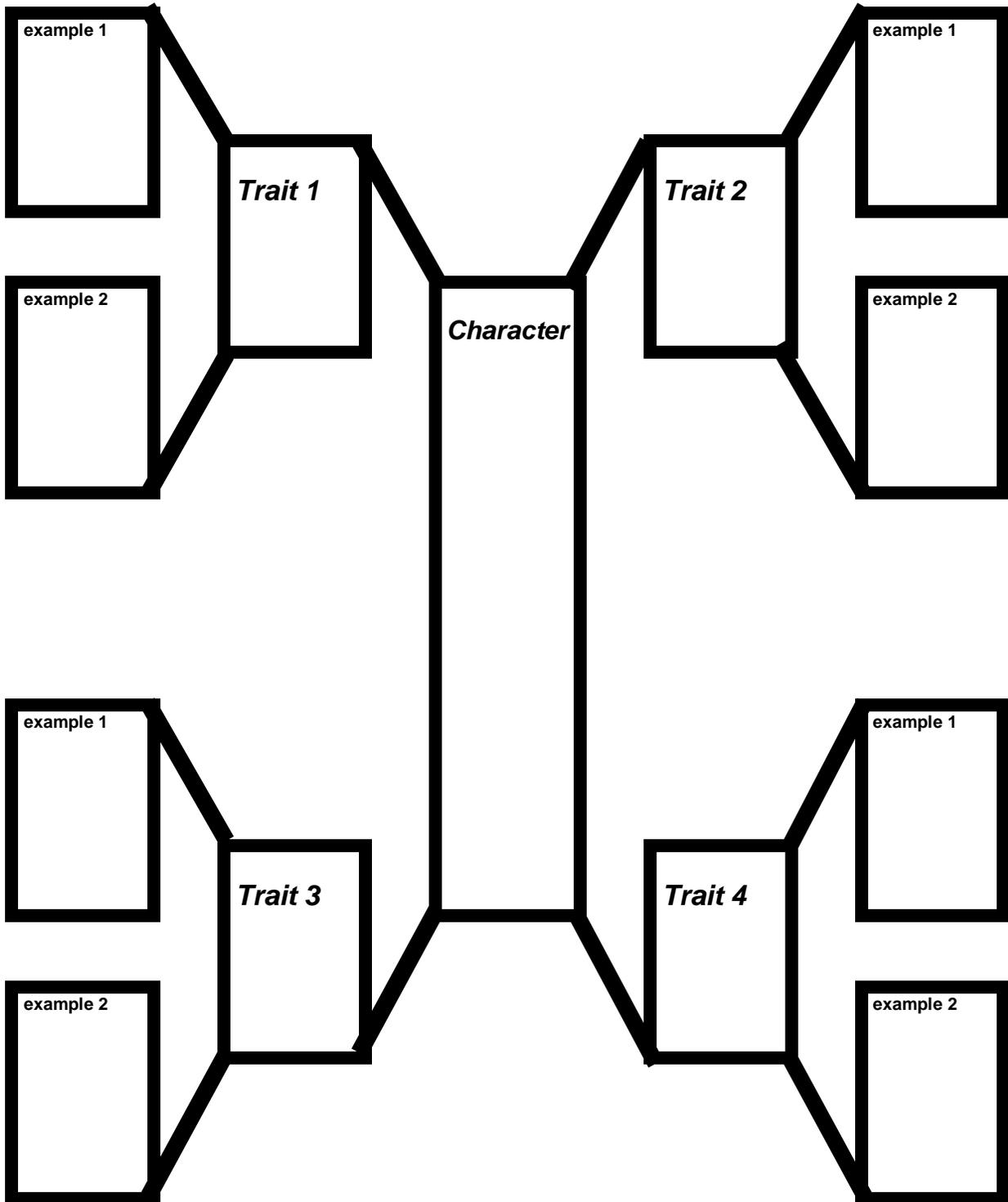
**Like Francisco Jimenez, everybody has important stories from their lives to tell. Write a 2-3 paragraph narrative in which you share an important story you**

**think reveals who you are as a person. Use precise words and phrases, using details and sensory language to convey a picture for the reader.**

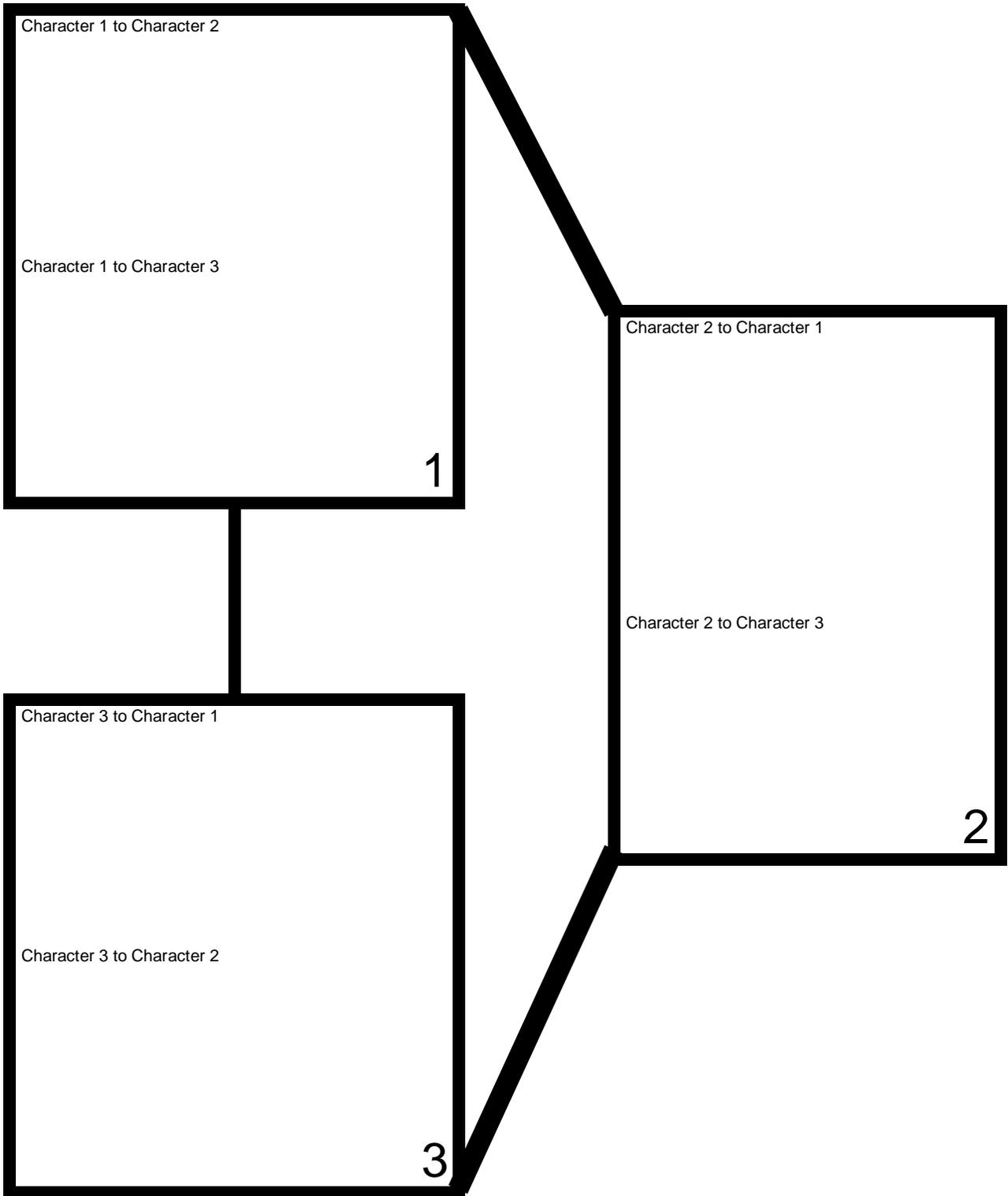
**11. Close** Close by extending today's lesson to life and the world.

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# 4g6 Character Profile Chart

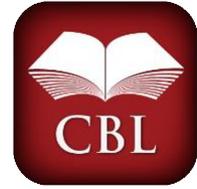


# 5g6 Character Interaction Chart



## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 14*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---

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



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### What are the swallows of Capistrano?

The swallows are said to migrate annually to Goya, Argentina in October, and return to their spring and summer home in San Juan Capistrano each March. The Swallows celebration began centuries ago when Mission padres observed that the birds return roughly coincided with St. Joseph's Day on the church calendar, March 19. The celebration has achieved international prominence since then.

### 2. Word Wall

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

strained (113)	evoked (114)	halt (114)	persuade (116)	alternated (123)
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## READ

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

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

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**Read p. 113-123**

Setting	Characters	Pages
Corcoran, CA	Papá, Mamá, Roberto, Francisco	113-117
Car Ride from Corcoran, CA to Santa Maria, CA	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra	117-120
Bonetti Ranch in Santa Maria, CA	Papá, Mamá, Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Mr. Bonetti	120-122
School in Santa Maria, CA	Roberto, Francisco, Trampita, Torito, Rubén, Rorra, Mr. Milo, Miss Ehlis	122-123
Bonetti Ranch in Santa Maria, CA	Papá, Mamá, Roberto, Francisco, Mr. Sims	123

## RESPOND

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

---

Students might mention:

- Papá's back didn't allow him to pick cotton.
- Papá was worried he had not saved enough money to get through the winter.
- When Francisco arrived at home, Papá told him that immigration had just swept through the camp.
- He said the men were in several vans, dressed in green uniforms searching for undocumented workers.
- Papá reminded Roberto and Francisco not to tell anyone they were born in Mexico but instead say Colton, CA.
- Papá felt useless; he couldn't work, feed his family or protect them from immigration.
- The Jimenez family returned to Bonetti Ranch in Santa Maria, living there from January to August.
- Francisco was excited to return to Santa Maria.
- Francisco saw nothing had changed at Bonetti Ranch in the last year.
- Roberto began 10<sup>th</sup> grade at Santa Maria HS and Francisco began 8<sup>th</sup> grade at El Camino JH.
- Francisco liked his two teachers Mr. Milo for math and Science and Miss Ehlis for English, history and social studies.
- Sharon Ito and Francisco alternated first seat in math class based upon weekly quiz grades.

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

---

**Map**

Students will then determine where Corcoran, CA and Santa Maria, CA are located and the distance from Corcoran, CA to Santa Maria, CA using the following link:

[www.mapquest.com](http://www.mapquest.com)

## EXPLORE

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

---

### Book Cover

Create a new book cover for *The Circuit*. Be sure to include the front and the back. Come up with a new design for the front cover. What scene would you like to have on the cover? On the back, include your own quotes, opinions or ideas about the book so far.

### Cubing an Action

Cube the Jimenez family returning to Santa Maria. You can use the cube as a writing tool or add it to your cube mobile or cube garland in class.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Why do you think Francisco became so frightened when Papá told him about *la migra* coming through the camp?
2. Why was Papá so insistent on the fact Roberto and Francisco tell everyone they were born in Colton, CA?
3. Papá feels useless. Explain why you think he feels this way.
4. How was the Jimenez family similar to the swallows of Capistrano?
5. Francisco was so excited to return to Santa Maria; what did he do? How did he act?
6. Describe the excitement that Francisco felt about returning to Santa Maria? What was he looking forward to doing and seeing in Santa Maria?
7. How was the water used in the barrack the Jimenez family lived in? What differences were made for water usage? What do you think of this?
8. Francisco stated he was not too nervous in spite of beginning eighth grade for the first time. What put him at ease?
9. What was it that made Mr. Milo's math class so enjoyable to Francisco?

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

---

### Key Passage, p. 116

"Seeing this as a chance to persuade my father to leave Corcoran, and knowing I was anxious to return to Santa Maria, Mamá winked at me and said to Papá, 'Roberto is right, Viejo. Let's leave. Besides, the immigration may come around again. It's safer living in Santa Maria'" (p. 116).

## EXTEND

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

---

Francisco wanted to leave Corcoran and go back to Santa Maria. But talking with Papá required timing; Mamá gave Francisco a wink saying that Roberto was right about going to Santa Maria. Is there a person in your family that is easier to approach when you have a problem or need help? How do you know it is a good time to talk to that individual?

**In 2-3 narrative paragraphs, explain how you ask your parent(s) or guardian(s) for permission. Include an example of a time you really wanted to do something, go somewhere, buy something, or anything else you needed permission for. Describe how you knew the right time to ask.**

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

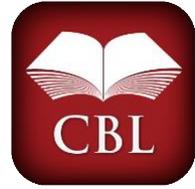
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## 11c12 Cubing an Action

		When and Where		
		Who		
	Cause	Action	Effect	
		Evaluation		

## Character Based Literacy Program Lesson Plan

### *The Circuit, Day 15*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Responsibility Requires Action.** Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### Who is Buster Brown?

Buster Brown is one of the nation's oldest children's shoe stores and name brands. It began as a character in one of the earliest newspaper cartoon strips. "Buster" was a mischievous youngster who, with his sister, Mary Jane, and his dog, Tiger, were as famous in their time as Orphan Annie and Charlie Brown became for succeeding generations

John A. Bush, was a rising young sales executive with Brown Shoe Company. He saw the value of the Buster Brown name as a children's shoe trademark. He persuaded the company to purchase the rights to the name from creator Richard Fenton Outcault, the brand was introduced to the public in 1904 during the St. Louis World's Fair. John Bush

went on to become president of the Brown Shoe Company in 1915 and Chairman of the Board in 1948.

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

apron (124)	recite (129)	endowed (132)	rearrange (133)	tremble (134)
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## 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.

**Read p. 124-134**

Setting	Characters	Pages
Bonetti Ranch in Santa Maria, CA	Papá, Mamá, Roberto, Francisco, Mr. Sims	124-125
Fields in Santa Maria	Roberto, Francisco	125-128
Bonetti Ranch in Santa Maria, CA	Papá, Mamá, Roberto, Francisco, Mr. Sims	130-131
Schools in Santa Maria, CA	Roberto, Francisco, Mr. Milo, Miss Ehlis, Mr. Denevi, Immigration Officer	131-134

## RESPOND

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

Students might mention:

- Roberto has decided that he's tired of working in the fields and wants to get a year-round job in town.
- Mr. Sims agreed to help Roberto find a job.
- Roberto was excited for his interview with the owner of Buster Brown shoes.
- Roberto told Francisco he was tired of moving around every year.
- Francisco reflected on all the labor camps they've lived in and thinks he'd like to live in Santa Maria the most.
- The job offer from Buster Brown shoes was to cut the lawn once a week; Roberto was extremely upset.
- Miss Ehlis assigned the class to memorize and recite a piece of the Declaration of Independence.
- Mr. Sims offered Roberto a job as janitor at Main Street School.
- Francisco looked up each word he didn't know of the Declaration of Independence and wrote it down in his notebook.
- Francisco went to work with Roberto at Main Street School.
- The first room they cleaned was Francisco's first grade room with Miss Scalapino.
- Mr. Milo rearranged the seats according to math score; Francisco sat in the first seat first row, the highest score.

- While taking roll, Miss Ehlis was interrupted by Mr. Denevi the principal and an immigration officer.
- The immigration officer took Francisco and they went to Santa Maria High School to pick up Roberto.

## 6. Map

---

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

### Map

Students will add another journey line from Corcoran, CA to Santa Maria, CA. And then another journey line from Santa Maria, CA back to Mexico.

Dr. Francisco Jimenez is now a professor at Santa Clara University. Have students read about him at the following link: [www.scu.edu](http://www.scu.edu)

Search: Francisco Jimenez (do not put Dr. in the search)

Click on the first item from the search

Read about Dr. Jimenez

Using all your resources, add a journey line from Guadalajara, Mexico to Santa Clara, CA.

## EXPLORE

### 7. Activity

---

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

#### Magazine Layout

Using the novel *The Circuit*, complete a magazine layout. Pick the 4-5 major events you want to use as headlines. Put students in groups where they become editors of various magazines. Have students create sensational headlines for the cover including visual representations.

### 8. Discussion

---

Ask discussion questions of all 9 types (see Day 1).

#### Key Questions

1. Mamá tells Roberto that she doesn't think Papá is able to work in the fields anymore. What leads her to this conclusion?
2. Why do you think the day went longer for Francisco and Roberto when they were waiting for his appointment? Have you ever experienced this?
3. Roberto is concerned about being deported. Should he be concerned? Why or why not?
4. Why does Francisco get so excited over the idea of staying in Santa Maria year round?
5. What is the rain starting to fall symbolic of?
6. Roberto returns from his appointment upset. What has happened to his mood so quickly?
7. On Monday, Francisco couldn't concentrate on school activities. Where were his thoughts and focus?

8. When told he would need to recite a piece of the Declaration of Independence either in front of class or independently, what was Francisco's reaction? What were his reasons for his decision?
9. Papá tells Roberto he's proud of him but he is filled with mixed emotions. What is troubling Papá? What has him down?
10. What strategies did Francisco use to help him memorize the Declaration of Independence?
11. How was the conversation on the bus awkward for both Francisco and the boy he was sitting next to?
12. Francisco was the first student in Miss Ehlis's class after lunch. Why do you think he was first? What did he want to do that day?
13. What is ironic about the piece of the Declaration of Independence Francisco had to memorize?
14. What impact did seeing the immigration officers have on Francisco? How did he describe his feelings?

### 9. Analyze

Analyze the key paragraph.

---

#### Key Passage, p. 133

"The school day started out just right. In the morning, Mr. Milo returned the math exams to the class and asked us to rearrange our seats according to our scores. I sat in the first seat in the first row. This was definitely a good sign. I even looked forward to my recitation in Miss Ehlis's class that afternoon" (p. 133).

### EXTEND

#### 10. Write

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

---

In the above paragraph, the reader senses that things were looking good for the Jimenez family. It seemed that things were going their way. In the last paragraph, we find out that there is again another move. Given what we know about Francisco Jimenez, the ending of the autobiography does seem to fulfill the words he memorized from The Declaration of Independence. But, Francisco's journey took great perseverance and hope.

**Write the last 2 paragraphs in your autobiography to date. Tell the reader about the latest important event in your life, and share your hopes for the future. Describe your plans, where you going and what are looking forward to. Use telling details and sensory details to paint the last picture of your autobiography.**

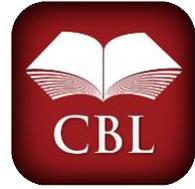
#### 11. Close

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

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## Character Based Literacy Program Lesson Plan

### *The Circuit*, Final Assignment



**Unit: Responsibility Requires Action**  
**Novel: *The Circuit* by Francisco Jimenez**  
**Final Assignment: Autobiographical Essay**

**Task: Write an autobiographical essay.**

**Directions:**

Over the past three weeks, you have read the novel *The Circuit* by Francisco Jimenez. In the book, Jimenez guides you through his early years as the son of migrant workers—a journey that took him from Mexico to different parts of California.

Using the writing prompts you kept over the three weeks, write an autobiography sharing a period of time in your life. You should use the section on Autobiographical Writing to guide you through this exercise.

Remember that one paragraph should flow into the next. In order to produce this effect, you may have to re-write some sentences or paragraphs from your daily snapshots. You may also need to add leading or unifying sentences at the beginning or end of paragraphs to aid your reader in following the direction of your essay.

- Type your essay. Use Times New Roman 12 pt. font, double spaced.
- Spell-check it
- Save it
- Print and trade with a peer. Edit each other's essay using the rubric discussed in class
- Revise your essay
- Save and print again. Use Times new Roman 12 pt. font, single space.

If you have a portfolio, place the final autobiographical writing inside the folder.

## Character Based Literacy Program Lesson Plan

### *The Circuit, Community Connection*



#### Community Connection

- Have students research and define the term “locally grown”.
- What is the economic impact of locally grown produce and products? Compare the impact of “locally grown” to the cost of “imported goods”. What are the benefits of each?
- Invite a local farmer to your class to speak about the agricultural industry in California.
- You can also contact the fresh produce council, milk council, etc. and they will send educational materials to the class.

#### Next Step—Field Trip:

Arrange a tour of the grocery store for you students.

- Give students a world map. Have them investigate/tour the produce section. They should be required to locate 10 fruits and vegetables and locate where they originated from on their map.
- If you can not leave your class for a tour, have students use the grocery circular (produce section) and map the locations that the produce come from.

Visit your local neighborhood garden or local arboretum. And arrange for a tour.

#### Community Outreach/Service Learning:

Have students plan and cook a meal for a soup kitchen or for your local McDonald's House or shelter.