



taunts —which he does—, but Kenny also finds himself befriending Rufus. He almost lost that friendship when laughing at a cruel joke that another child plays in Rufus, but Rufus forgives Kenny when mom apologizes. Meanwhile, thirteen-year-old Byron, an officer teer	i juvenile offender, skipping school and getting in
trouble. One day the mother catches him playing with fire, fire, that she has warned him many times not to do. She threatens to burn her finger to show her the grave fire danger, but her youngest son Joetta frantically protects Byron from this punishment. Later Byron re	
gives him Mexican-style hair, something else his parents have warned him not to do. Joetta cries at the idea of what Dad will do to Byron, but instead of becoming angry, Dad simply shaves Byron's head. Mom and Dad feel they are losing control of Byron, and decide to	, ,
Birmingham, Alabama, for the summer. Byron is appalled at the idea of living with this notoriously strict woman, but is loaded into the car with the rest of the family. Momma has made an hour-by-hour plan for the trip, Dad has installed an Ultra-Glide machine to play rec Birmingham. At Grandma Sands' house, Kenny is surprised to see a small woman emerge from the front door. She cries and hugs everyone and is usually much nicer than Kenny expected. She hopes to be approached as a lady, however - and Byron immediately adopted.	•
see this! After a few days he is tempted to start behaving badly, as his delinquent brother has been tamed. Against his grandmother's warnings, he goes swimming in a place called Collier's Landing and is almost drowned in a hot tub. Byron saves him in the nick of time	, ,
a creature called Pooh wool to do so. A few days later, Kenny still feels exhausted from his near death experience. He waves to Joetta as she leaves for Sunday school and then settles under a tree in grandma's backyard. He is awakened by a loud boom and goes out	
church where Joey is. When Kenny arrives at the scene, he sees a giant hole next to the church, people crying hysterically in the yard, and a man pulling a girl in a bloodstained dress outside the building. Kenny wanders into the building and sees a shoe of charol like to	•
seizes it and imagines that the Wool Pooh is fighting him for possession. Kenny removes his shoe and goes home, convinced that his sister has been taken by the Pooh de Llana. Even when she walks into the house and talks to him, she thinks she's simply a ghost. He somehow missed Joey. The Watsons return to Flint immediately, but the traumatic episode is not over for them. Mom and Dad talk about it when they think they're alone, but Kenny usually hides under the couch listening to what they say. Finally Byron discovers his hid	
again. One day he Kenny in the bathroom to show off a freshly germinated mustache. When Kenny sees his own shattered face in the mirror, he begins to drown. All your suppressed feelings are thinned at once. Byron comforts him and explains why he should not feel	0 1
what his brother has said, Kenny takes Byron's advice and prepares to start his life again. Themes The Watsons Go to Birmingham – 1963 touches on a number of topics you might want to explore with your students. One of them is the disastrous and damaging effects	
the most obvious effect is the bomb that goes off in the church. The most subtle effects include the cruel treatment Rufus receives from other schoolchildren in Flint, and fears that the Watson family will sit while driving further south, knowing they can't just stop at a motivation of the control of the	•
supportive family can help a person through difficult times. Kenny and Byron have their share of fights, but when Kenny needs help more, Byron is there to save him from drowning and to help him overcome the trauma of the bombing. Mom and dad make their children relationship with Byron is difficult at times. This book also provides a context for discussing the nature of friendship. Kenny at first sees Rufus as a personal saver who will divert jeers from his classmates away from himself. He grows to like him as the boys spend more	
and Rufus refuses to play with him does he realize how much he values Rufus' friendship. Kenny learns that a friend is more than just a convenient playmate who doesn't steal his dinosaurs - he's someone he trusts and values as a person. Finally, the book is about grid	
loss. As they listen to their parents' conversations after the bombing, Kenny notes that sometimes they just cry. Kenny is unable to talk about what happened for a long time and simply hides from his family. When she final	• •
her brother helps her move on from trauma and return to a normal life. More reading and links The following books and sites can be used to support and enrich the Book Club unit for Christopher Paul Curtis's The Watsons Go to Birmingham–1963. Special Classroom L	, j
mentioned above would be appropriate for a special classroom library while students are reading The Watsons Go to Birmingham-1963. Nonfiction titles on the subject of the civil rights movement would also be appropriate. The are just a few suggestions. Trip to Jo'bury Family) Bridge to Terabithia Terabithia Katherine Paterson (Friendship, Loss) Maniac Magee by Jerry Spinelli (Racism, Discrimination, Family) Mildred Taylor's Mississippi Bridge (Racism, Discrimination, Family) Roll of Thunder, Mildred Taylor's Hear My Cry (Racism, Discrimination, Family)	
(Racism, Discrimination, Family) Last summer with Jacqueline Woodson's Maizon (Friendship, Family, Loss) About the author and the book No One But Curtis - This is the , a list of his books, and other Video Interview - Watch an interview with Christopher Paul Curtis -	. ,,
short biography and a bibliography of his children's book. Christopher Paul Curtis – Random House Kids provides this page that includes biographical and professional information, as well as a message from Curtis that visitors can see. Common Sense – This book revi	, ,
and details about the book. The Watsons Go to Birmingham Movie — In 2013 Tonik Productions, WGTB Productions and Walden Media released the film The Watsons Go to Birmingham based on the novel. Related topics African American world - PBS created the site	
culture, race and society, and through profiles explains the lives of African Americans. Black History Milestones - A timeline published by History presents major events for African Americans from 1619 to 2009, when Barack Obama became the 44th president of the U.S. American poetry focuses on the 1963 bombing of the Sixteenth Avenue Baptist Church. Visitors will find news articles, timelines, information about the trial that followed the bombing, Martin Luther King's In praise, and more reading material. Little Rock High 40th Anniversal States are also as a find that followed the bombing of the Sixteenth Avenue Baptist Church.	, ,
decision to end racial segregation in U.S. public schools, nine African American students integrated Little Rock Central High School in Little Rock, Arkansas. This site is dedicated to the events surrounding this important moment in history. Visitors will find photographs,	
1957-58 editions of the Little Rock Central High School newspaper. Powerful black and white days - Sponsored by Kodak, this site features compelling photographs of the civil rights struggle in the United States. The images are by photojournalist Charles Moore. Category	•
Celebrate, Peace. We will overcome: Historic Sites of the Civil Rights Movement — This site allows visitors to view and read about key sites and events in the for Civil Rights. Related Readings / Other media available online great questions topic in what ways are the house of the Civil Rights.	,
lives? What can you do when family conflicts arise? What strategies can you use to work through your differences? How are family members helped to tackle life's problems? Diagram of the lesson plan   Curricular area   Focus Lesson To buy any material mentioned plassic knowledge of the Book Club program, as described in the Book Club: A Literature-Based Curriculum. Provide background and support information (including black line masters) to help you get the most out of the Book Club. You find the full lesson plan for the Wa	
Novel Guide. The Lesson Plan includes black line master's degrees for students who support topics and questions provided are understood only as suggestions. As students become more comfortable with the Book Club format, they will	•
those written here. Consider giving students free choice as a registration option. Book Club Reading Logs help students respond to literature and organize ideas as they participate in the Book Club. Lesson 1   Airport   Airpor	, ,
Conventions: Elements of a Good Book Club Discussion Goal: Providing a Fluid Reading Model; establish the scenario of history; to review the behaviors that contribute to good small group discussions ASSIGNED READING: Chapters 1-2 TOPICS OF DISCUSSION ASSIGNED READING READING RE	•
they're strangers? He describes Kenny's relationship with Byron. Do real brothers act that way? Do you predict the new school boy will save Kenny? What? Get students excited about the book by reading Chapter 1 aloud to them. In addition to generating interest in his fluid reading model. (To prepare for this reading aloud, you probably want to pre-read the chapter to get an idea of the author's use of humor and dialogue.) Make sure students are aware of the establishment of The Watsons Go in Birmingham-1963. Let students locate	, ,
Birmingham, Alabama (where Momma grew up) on a map of the U.S. Use a website, like Google Maps. Remind them that in 1963, many southern public areas were racially hijacked, meaning that blacks and whites used separate bathrooms, water fountains, lunch cou	,
depth in Lesson 7. Discuss with students the behaviors that contribute to a good discussion of the book club. Ask them to remember some of their past experiences in reading clubs and other newsgroups and think about what made the experiences good or bad. On the	·
titles of a good group and Qualities to avoid in groups. Have students brainstorming elements to add to Graphic. (Note: Guidelines for successful book club discussions are detailed in the Book Club: A Literature-Based Curriculum.) They suggest that students take these their basis have been applied to the property of the Book Club: A Club to select the suggest that students take these their basis have been applied to the suggest that students the suggest that students are also applied to the suggest that students are also a	•
their book clubs today. Because good small group discussions are so central to the success of the Book Club, you'll probably want to make a special effort to monitor and evaluate student progress in this area. Some Book Club teachers use a recorder to record individuate rime. (You can rotate the tape recorder between groups over a period of two or three days.) Using the tape recorder also puts some added pressure on students to participate, which tends to promote better conversations. Note: If your class is new to the Book Club	, , , , , , , , , , , , , , , , , , , ,
day to discussing the different types of responses you can write in your Book Club reading records. See Lesson 3 of this lesson plan for teaching ideas on this topic. The writing indicator for each lesson also provides insights for students' written responses. After students and the students are the students and the students are the students ar	• • • • • • • • • • • • • • • • • • • •
met with their book club groups, gather the class to share the community. Discuss the issues that arose in student book clubs and also how well their discussions met the criteria the class outlined earlier. At some point, you may want students to write assessments of the	, , ,
and their groups letter grades and explaining why they got those grades. [Back to lesson plan] LESSON 2 Elementsliterary: Goal of humor: Appreciate the use of humor assigned to the author READING: Chapter 3 TOPICS OF DISCUSSION AND QUESTIONS: Did any Why were they funny? What do you think do you think about how Rufus and Cody are treated at Kenny's school? Would Rufus and Cody fit into your school? What? What do you think Rufus told his mother? Ask students if they think this book is fun so far. Let them explain the humor assigned to the author READING: Chapter 3 TOPICS OF DISCUSSION AND QUESTIONS: Did any were they funny? What do you think about how Rufus and Cody are treated at Kenny's school? What? What do you think Rufus told his mother? Ask students if they think this book is fun so far. Let them explain the humor assigned to the author READING: Chapter 3 TOPICS OF DISCUSSION AND QUESTIONS: Did any were they funny? What do you think about how Rufus and Cody are treated at Kenny's school? What? What do you think Rufus told his mother? Ask students if they think this book is fun so far. Let them explain the humor assigned to the author Reading the humor assigned to the humor assigned to the author Reading the humor assigned to th	,
Byron is freezing his lips in the car mirror, and Kenny is thinking Rufus is his personal saver. Ask them to explain what a pun is and why personal saving is a pun. They suggest they think about the way humor is used in Chapter 3 as they read it. During the community of	
Chapter 3. Point out that there are serious problems in the chapter too - such as when LJ steals Kenny's dinosaurs and when Kenny hurts Rufus' feelings. Ask students to explain how humorous parts work along with serious ones. Does humor help make painful things	
get through painful experiences? Can an event be fun and painful at the same time? You may want to discuss the way children Kenny's school treats Rufus and Cody. If any students wrote in their records on this subject, ask them to share their thoughts. Ask students were the same time?	
unpleasantly, and if they've seen this kind of behavior in real life. If necessary, provide background information about the Nazis. Explain that Germany was ruled by Adolf Hitler and his Nazi party in the 1930s and 1940s, and that the United States fought the Nazis during friends recreate this fight in their dinosaur wars. [Back to lesson plan] LESSON 3Response to literature: GOAL reading logging options: Review student options for record responses written ASSIGNED READING: Chapter 4 TOPICS OF DISCUSSION AND QUESTION	<del>-</del>
you think it was good for Byron to tell Joey the story about the people of the frozen south? What? What? What? Review some of the response types that students can use in their reading records. You can m	, , ,
for my group, me and the book, and wonderful words. These and many other reading logging options are described entirely in the four answer choice sheets (black line masters) in the Book Club: A Literature-Based Resume. If your class is starting Book Club, you may	want to spend some extra time spending over each
type of response. During the community quota, discuss what students wrote in their records and the types of response types, ask them to share them with the class. You can set aside part of an ad part of an ad part of the community quota, discuss what students wrote in their records and the types of response types, ask them to share them with the class. You can set aside part of an ad part of the community quota, discuss what students wrote in their records and the types of response types, ask them to share them with the class. You can set aside part of an ad part of the community quota, discuss what students were the community quota, discuss what students wrote in their records and the types of response types, ask them to share them with the class. You can set aside part of an ad part of the community quota, discuss what students were the community quota, discuss when the communi	·
types. Ask students to share what they discussed in their book clubs, especially their impressions of Byron. In tomorrow's lesson, they can use this information to compare and contrast with another character. You might want to discuss Larry's motivation to steal Kenny's ripped, tiny skinnybreaker and cardboard on the floors of his tennis shoes—reveals about him. Do these facts help explain why he stole the gloves? So, was it ok for him to do it? Do students feel compassion for Larry, even though he's an intimate? [Back to lesson plants are contracted by the compassion for Larry, even though he's an intimate? [Back to lesson plants are contracted by the compassion for Larry, even though he's an intimate? [Back to lesson plants are contracted by the compassion for Larry, even though he's an intimate? [Back to lesson plants are contracted by the compassion for Larry, even though he's an intimate? [Back to lesson plants are contracted by the compassion for Larry, even though he's an intimate? [Back to lesson plants are contracted by the compassion for Larry, even though he's an intimate? [Back to lesson plants are contracted by the	· · · · · · · · · · · · · · · · · · ·
OBJECTIVE: Use comparison and contrast to analyze characters READ: Chapter 5-6 TOPICS OF DISCUSSION AND QUESTIONS: What do you think about how to punish Byron from momma for playing with matches? Compare and contrast Byron and Momma. Why	•
that fair to him? Why does Byron get sick after hitting the bird? Review the reading comprehension skills of comparing and contrasting. Make sure students understand that comparing means showing how things are equal, and contrasting means showing how different to the comparing means showing how things are equal, and contrasting means showing how different to the comparing means showing how things are equal, and contrasting means showing how different to the comparing means showing how things are equal, and contrasting means showing how different to the comparing means showing how things are equal, and contrasting means showing how different to the comparing means showing how things are equal, and contrasting means showing how different to the comparing means showing how the comparing means showing how different to the comparing means showing how the comparing means showing how different to the comparing means showing how the comparing means showing how the comparing means showing how different to the comparing means show the compa	
can lead to a better understanding of the things being analyzed. For example, if there was a new boy at school whom you hadn't met yet, and you asked a friend what that boy was like, your friend could compare him to a person you know: It's funny - he has a sense of is a type of response that students can use at any time in their reading records. Because today's reading assignment is a little longer than the previous ones, you can read Chapter 5 aloud in class and read them Chapter 6 independently. Chapter 5 contains a rather dis	,
may want to talk about after reading it aloud. A discussion of these two intense characters and the way they interact can help students compare and contrast in their reading records later. Byron's Nazi talk in Chapter 5 is meant to be Jawohl, mein Führer! Auf wiederseh	en! In English, that means Yes, sir, my leader! See
you later! Students may be sensitive to using Byron's profanity in Chapter 6, when he says to Kenny, I thought I told his little ass to close the hell and enjoy the damn cookies. You can explain that the author uses this language to show that Byron is disrespectful and missing the damn cookies.	·
not mean that it is ok to use them. During the community quota, ask students who have compared and contrasted mom and Byron in their reading records to share what they wrote. Invite students to share other ideas and questions that arose during their discussions at Elementsliteraris: Objective of the point of view: Analyze the point of view from which this story is told assigned reading: Chapter 7 TOPICS OF DISCUSSION AND QUESTIONS: Why are Mom and Dad so angry with Byron's hair? Do you think the punishment of Byron's	
what happens to Byron? How do you think Byron feels about it? What do you predict will happen as a result of Byron's Latest Adventure? Viewpoint review with the class. Remind students that a story can be told from a first-person or third-person point of view. If a narra	ator participates in the action of the story and refers
to herself as I am, the story is told from a first-person point of view. If the narrator is out of the story and doesn't refer to himself at all, the story is told from a third-person point of view. Students should determine whether The Going to Birmingham-1963 is called from a first-person point of view. They suggest they think Kenny's attitude towards events happening in Chapter 7. During the community share, as heads to	• • • • • • • • • • • • • • • • • • • •
why. Explaining that the narrator's opinions and feelings about events that take place in a story are another important aspect of the point of view. They suggest they think Kenny's attitude towards events happening in Chapter 7. During the community share, go back to comment on Kenny's feelings about what happens to Byron in Chapter 7. Bring them to the conclusion that he finds By's situation humorous. Then ask them how this scene would have been described if Byron, Momma, Father or Joey were the narrator. What things wo	
different? You may want to explore with students the topic of why mom and dad are so upset with Byron's hair. If any of them have written in their records on this subject, ask them to share their thoughts. Help them understand that Byron's parents see his new hairstyle	as a rejection of his African-American identity. Mom
is very angry, but does she also reveal how bad and offended she is when she asks about: Did these chemicals give her a better look of the hair than me and her father and God gave her? Students can't understand why dad calls Byron Yul Watson after shaving his her also and the part of the part	•
played the king of Siam in the Broadway musical The King and I. He played this role with a shaved head. [Back to lesson plan] LESSON 6 Lyrical Elements: GOAL of Dialogue: Analyze the use of the author's dialogue for assigned characterization READING: Chapter 8 Would you like to join the Watsons' conversation on ultra-Glide? What? How do you think mom really feels about Ultra-Glide? Have you been surprised by mom and dad's plan for Byron? You think it's going to work? What? Note: Today's reading assignment is relatively	· · · · · · · · · · · · · · · · · · ·
for students to complete. Let students define the dialogue and explain how a character's exact words are appeased from another text (i.e. with quotation marks). Then have them brainstorm a list of reasons why authors use dialogue in a story. Make sure they cover the	following points: (1) The dialogue reveals what the
characters are like, because the characters directly affirm their thoughts and feelings. (2) The dialog shows how the characters interact with each other. (3) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (4) Dialogue makes the characters come out to life, because readers hear that they speak in their own words. (5) Dialogue makes the characters come out to life, because readers hear that they speak in their own words.	•
readers feel like they're heard in real conversations. Encourage students to pay special attention to how Christopher Paul Curtis uses dialogue in Chapter 8. They suggest they are asking: What does the dialogue add to this chapter? The words of the characters seem to share any issues or questions that arose during their discussions at the book club. Then go back to the discussion about the dialogue in Chapter 8. They're starting to feel like we know the characters in this story story How does	
enjoy reading the dialogue surrounding the Ultra-Glide? What? [Back to lesson plan] LESSON 7Comprehension: Racism and the Targeted Civil Rights Movement: Build background to understand this story in its assigned historical context READING: Chapter 9 TOPICS	
They want Byron to learn in Alabama? Do you understand Joey's reaction to the angel? Would he have reacted the same way? Why do you think mom planned the trip so carefully? You think Kenny's going to like the South? What? Note: Today's reading assignment is	, , , ,
extra time for students to complete. Depending on the needs of your students, you may want to give them some background information about the civil rights movement in the 1960s. To start the discussion, ask students to share what they know about to the discussion as you need. Racism is the belief that an ethnic group is superior to others. Throughout American Americans, Latin	·
the end of the Civil War, the legacy of African American slavery in the South was a kidnapped society in which blacks and whites lived side by side, but practically in separate worlds. Public facilities, such as drinking water fountains, bathrooms, restaurants, motels and	
facilities for blacks were invariably poorer in quality. In 1954 the Supreme Court ruled, in a case known as Brown v. Board of Education in Topeka, Kansas, that public schools could no longer be kidnapped. White racists did not accept this ruling without a fight, and some	·
who attended schools that had previously been for whites only. The most famous and extreme confrontation broke out at Central High School in Little Rock, Arkansas, in 1957. President Eisenhower had to take control of the Arkansas National Guard and order them to	•
equality movement known as the civil rights movement began to have a strong and highly visible impact on national events. Black leaders like Dr. Martin Luther King, Jr., advocated nonviolent confrontation as a way to combat injustice. Black and white activist groups go only lunch counters, and endured violent abuse of racists who wanted blacks to stay in their homes. The growth and success of civil rights it only angered these people, who in some cases resorted to intimidation and even murder tactics to try to stem the tide of change	•
and questions that arose in student book club conversations. If their classroom has a map of the U.S. showing interstate highways, students trace the route (starting with I-75) that the Watsons are taking from Flint to Birmingham. [Back to lesson plan] LESSON 8 Cutting	
Problem: Review the plot structure of a story; to identify the conflict, or problem, in this story ASSIGNED READING: Chapter 10 TOPICS OF DISCUSSION AND QUESTIONS: What do Kenny and Byron think of the southern places they've seen so far? Have you ever for the southern places they've seen so far? Have you ever for the southern places they've seen so far? Have you ever for the southern places they've seen so far? Have you ever for the southern places they've seen so far? Have you ever for the southern places they've seen so far? Have you ever for the southern places they've seen so far? Have you ever for the southern places they've seen so far?	elt scared by the way Kenny and to feel at the
Tennessee rest stop? Describe the situation you're in. Do you think it was a good idea for Dad to ignore mom's plan and keep driving? What? Review the structure of a history plot with the class. Most stories have a central problem, or conflict. During the story, the characteristics and the control problem is used to be a story and the control problem.	
related events to occur. Tension and emotion build as the reader wonders how the problem will be solved. Finally, at a time called a climax, the story reaches its most exciting point, and the central problem is usually solved in some way. After the climax, the minor problem to a satisfactory conclusion. Ask students to identify the central conflict in The Watsons Go to Birmingham-1963. Let the time for them to consider and debate this point, if necessary. Helping them distinguish between conflicts that are relatively minor or incidental	
eye, mom is angry with dad for not stopping in Cincinnati, and the backdrop to racism in America— and the problem driving the action of the plot: Byron's delinquent behavior. During the community share, ask students if they feel the tension of the building of history. Are	,
they feel while reading about the Watsons' journey? Do you think the family is in real danger? You may want to point out that the words Byron uses to describe Southern racists - cookies, rednecks and hillbilly - are insulting terms that often refer more widely to poor, rural theory is not account to point out that the words Byron uses to describe Southern racists - cookies, rednecks and hillbilly - are insulting terms that often refer more widely to poor, rural theory is not account to point out that the words Byron uses to describe Southern racists - cookies, rednecks and hillbilly - are insulting terms that often refer more widely to poor, rural theory is not account to point out that the words Byron uses to describe Southern racists - cookies, rednecks and hillbilly - are insulting terms that often refer more widely to poor, rural theory is not account to the words Byron uses to describe Southern racists - cookies, rednecks and hillbilly - are insulting terms that often refer more widely to poor, rural the words Byron uses to describe Southern racists - cookies, rednecks and hillbilly - are insulting terms that often refer more widely to poor, rural the words Byron uses to describe Southern racists - cookies, rednecks and hillbilly - are insulting terms that often refer more widely to poor, rural the words Byron uses to describe Southern racists - cookies, rednecks and hill by the words Byron uses Byron uses By	
9Comprehension: Analysis of relationships between OBJECTIVE characters: Analyze the relationships between characters in the assigned story READING: Chapter 11 TOPICS OF DISCUSSION I Draws a character map for Grandma Sands. Have you ever met some Describe the situation. Were you surprised by the way Byron performed when he met Grandma Sands? What? Do you think Byron will change permanently as a result of spending time with Sands? What? Ask students if they find the characters in The Watsons Go to B	, ,
out that the authors reveal a lot about their characters showing how they interact with other characters. They suggest that while they read Chapter 11, they think about how the characters they already know interact with one they're about to meet: Grandma Sands. During the way by the wa	· · · · · · · · · · · · · · · · · · ·
Grandma Sands' actual appearance when Kenny meets her. Define irony as a situation in which reality is very different from what was expected. In the story, Kenny had certain expectations about what Grandma Sands would look like. She imagined a huge, medium-look like.	
welcomes her family with many hugs and tears. Ask students what they think about Byron's behavior around Grandma Sands. Were they as surprised as Kenny to hear the juvenile offender start saying things like yes, ma'am and no, ma'am? Do they find this part of his	
Dad says to Kenny: Oh, no, et you, Brute? In shakespeare's Julius Caesar tragedy, the Roman emperor is killed by his friends and colleagues, including Brutus, the one he loves and trusts most. When Caesar realizes that Brutus has participated in the conspiracy, he so Dad is humorously exaggerating Kenny's betrayal of asking if they have arrived in Birmingham yet. [Back to lesson plan] LESSON 10 Elementsliterary: Character Development Goal: Analyze the changes suffered by the characters and the ways in which the author shows the character Development Goal: Analyze the changes suffered by the characters and the ways in which the author shows the character Development Goal: Analyze the changes suffered by the characters and the ways in which the author shows the character Development Goal: Analyze the changes suffered by the characters and the ways in which the author shows the character Development Goal: Analyze the changes suffered by the characters and the ways in which the author shows the character Development Goal: Analyze the changes suffered by the characters and the ways in which the author shows the character Development Goal: Analyze the changes suffered by the characters and the ways in which the author shows the character Development Goal: Analyze the characters are characters and the characters are characters are characters and the characters are characters are characters and the characters are characters.	ave El III Brillo / Which moane i lovoni voli Brillie /
13 TOPICS OF DISCUSSION AND QUESTIONS: How has Byron changed? What do you think made him change? Why do you think Kenny insists on going to Collier's Landing? Why does Byron cry about Kenny? What does that tell you about By? Enter students in statement of the control of the c	
that a static character stays the same throughout a story, and that a dynamic character changes during a story. They suggest that they take these terms into account while reading chapters 12 and 13, and that they think about how the terms apply to characters in The V	vs these assigned changes READING: Chapters 12-
make sure students know what a hot tub is before you start reading today. Ask them to share what they know, and lead them to understand that a hot tub is a circular current in a body of water that can pull things down towards its center. Vortex is another word for the h	vs these assigned changes READING: Chapters 12- atic character and dynamic character terms. Explain Vatsons Go to Birmingham-1963. You may want to
they think Byron is a static character or a character of they agree that he is a dynamic character, ask them to provide evidence from the book to show how it has changed. What details does the author use to show changes Do students think they're finally seeing the real	vs these assigned changes READING: Chapters 12- atic character and dynamic character terms. Explain Vatsons Go to Birmingham-1963. You may want to ot tub. During the community share, ask students if
they think Byron is a static character or a character of they agree that he is a dynamic character, ask them to provide evidence from the book to show how it has changed. What details does the author use to show changes Do students think they're finally seeing the real brother's behavior? What evidence about Byron's changes does Kenny have that no other character has? If you discussed personal saving pun in Lesson 2, you may want students to analyze Wool Pooh and determine if it is also a pun. [Back to lesson plan] LESSON 1	ws these assigned changes READING: Chapters 12- atic character and dynamic character terms. Explain Vatsons Go to Birmingham-1963. You may want to ot tub. During the community share, ask students if Byron? What? What's Kenny's point of view on his
brother's behavior? What evidence about Byron's changes does Kenny have that no other character has? If you discussed personal saving pun in Lesson 2, you may want students to analyze Wool Pooh and determine if it is also a pun. [Back to lesson plan] LESSON 1 Review the plot structure of a story; to identify the climax of this story ASSIGNED READING: Chapter 14 TOPICS OF DISCUSSION AND QUESTIONS: Drawing an image of the Wool Pooh. Why does Joetta think Kenny changed his clothes? If you were seeing a mem	ws these assigned changes READING: Chapters 12- atic character and dynamic character terms. Explain Vatsons Go to Birmingham-1963. You may want to ot tub. During the community share, ask students if Byron? What? What's Kenny's point of view on his 1 Elementsliteraris: Argument: Climate objective: ber of your family for the last time, what do you
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