SUCCESS ACADEMY EDUCATION INSTITUTE

Grade 8:
Unit 6

In the Time of the Butterflies: Whole Class Novel Seminars

Seminar 2: Whole Class Novel

What Does Success Look Like?
Scholars discuss the history and inspiration behind *In the Time of the Butterflies* based on the novel's Postscript. As they begin reading Part 1, scholars envision the setting and characters described by Dedé and Minerva. They analyze the two sisters' points of view and the roles they play within the family unit.

Seminar 2: *In the Time of the Butterflies*: Postscript (pages 323–324) and Chapters 1–2 (pages 1–29)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading and discussion by telling scholars that they will begin reading a powerful historical fiction novel about four fearless sisters who fought against injustice.

Read and Discuss 1 — 30 minutes

Read:

- **Read Aloud (5 minutes):** Postscript, pages 323–324

Discuss:

- Scholars discuss the following question in pairs: What inspired Alvarez to write this book? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: According to Alvarez, what is the value of a fictionalized account of this period in Dominican history?

Read:

- **Play Audiobook (Chapter 1, 01:08–21:00):** Chapter 1, pages 1–10

Discuss:

- Scholars discuss the following questions in pairs: How does Dedé feel about the reporter's visit? Why does she feel this way? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class: How does Dedé typically satisfy the interviewers? Why is this effective? What is the irony of Dedé's profession? What questions does Alvarez raise in Chapter 1? How does she hook readers?
- Extension: How does Alvarez's Postscript help readers understand Chapter 1?

Write — 10 minutes

Write an essay of no more than 200 words:

- Based on the opening pages, how does Dedé feel about being "the sister who survived" (page 5)? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes

Independent Reading (15 minutes):

- Pages 11–29

Discuss:

- Scholars discuss the following questions in pairs: Why does Alvarez have the sisters each tell their own stories, as opposed to using a single narrator? How does this choice impact your experience as a reader? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- Scholars discuss the following questions as a whole class: How does Sinita change Minerva's view of Trujillo? What are the country's feelings toward Trujillo? What makes the girls' skit subversive?
- Extension: What roles do conformity and education play in the way Trujillo is viewed by the people in the Dominican Republic in the early 1940s?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on Minerva's accounts, how did Trujillo maintain his power in the Dominican Republic in the early 1940s? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies:* Chapters 3–4 (pages 30–59).

Seminar 3: Whole Class Novel

What Does Success Look Like?
Scholars analyze María Teresa's and Patria's points of view and the roles they play in the Mirabal family. They understand each sister's values and priorities at this point in the novel.

Seminar 3: *In the Time of the Butterflies*: Chapters 3–4 (pages 30–59)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How are Patria's and María Teresa's personalities different? Then build excitement for today's reading and discussion.

Close Read 1 — 20 minutes

Close Read:

- **Play Audiobook (Chapter 2, 33:29–36:05):** Chapter 3, page 35

Discuss:

- Scholars discuss the following question in pairs: What do the “Resolves for 1946” reveal about María Teresa? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Alvarez use an epistolary (a letter or journal entry) style to write the viewpoint of María Teresa?

Discuss 1 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: What is most important to María Teresa at this point in her life? Why does Minerva want to bury María Teresa’s Little Book?

Write — 10 minutes

Write an essay of no more than 200 words:

- How does Alvarez characterize María Teresa? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 4, pages 55–59

Discuss:

- Scholars discuss the following question in pairs: Patria’s faith is shaken after the loss of her infant son. What calls her back to her faith? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Mamá come on the pilgrimage?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: What role does religion play in the lives of the family members? How do the girls view Trujillo in Part 1 of the novel?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Patria's faith in God change over the course of Chapter 4? Justify your argument with at least two concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies:* Chapters 5–6 (pages 63–117).

Seminar 4: Whole Class Novel

What Does Success Look Like?
Scholars analyze the Mirabal sisters' reactions to Trujillo's increased power and the motivations behind the sisters' rebellion. They examine the character traits that lead the sisters down the path of rebellion.

Seminar 4: *In the Time of the Butterflies:* Chapters 5–6 (pages 63-117)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why does Minerva feel restless living at home? Then build excitement for today's reading and discussion.

Close Read 1 — 20 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 5, pages 76–79

Read and Discuss 1 — 35 minutes

Discuss:

- Scholars discuss the following questions in pairs: How does Dedé feel about the recent changes in the regime? How does her reaction compare to Lío's? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Dedé mean when she says, "She had always been one to number the stars" (page 79)?

Discuss 1 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: Why does Dedé think, "In so many ways, Lío was beyond her" (page 77)? Why does Dedé burn Lío's letter?

Write — 10 minutes

Write an essay of no more than 200 words:

- What role does Virgilio Morales play in Chapter 5? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 6, pages 96–100

Discuss:

- Scholars discuss the following question in pairs: How does Alvarez characterize Trujillo in this scene? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Minerva attempt to convince Trujillo that she should study at the university?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: How does Minerva's relationship with her father change in Chapter 6? As the Mirabals become involved in the revolution, how do the bonds of sisterhood get stretched?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How do the men in their lives impact Dedé and Minerva? Select one sister to write about. Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies:* Chapter 7 (pages 118–147).

Seminar 5: Whole Class Novel

What Does Success Look Like?
Scholars analyze María Teresa's and Minerva's reasons for joining the rebellion. They discuss how the shifting family dynamics affect the sisters' resolve and decisions.

Seminar 5: *In the Time of the Butterflies:* Chapter 7 (pages 118–147)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How does María Teresa react to the loss of her father? Then build excitement for today's reading and discussion.

Close Read 1 — 20 minutes

Close Read:
- **Read Aloud (5 minutes):** Chapter 7, pages 118–121

Discuss:
- Scholars discuss the following in pairs: Interpret María Teresa's dream on page 119. Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does María Teresa say, "I hate men. I really hate them" (page 118)?

Discuss 1 — 10 minutes

Discuss:
- Scholars discuss the following questions as a whole class: Why does Mamá need to inform Trujillo of her husband's death? What is the tone of Mamá's letter to Trujillo (page 120)? Why does she use this tone?

Write — 10 minutes

Write an essay of no more than 200 words:
- Based on Chapter 7, how does Mate's personality differ from her sisters' personalities? Justify your argument with at least two concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 7, pages 140–142

Discuss:

- Scholars discuss the following question in pairs: Why does María Teresa want to join the national underground? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do María Teresa's reasons for joining the rebellion compare and contrast with Minerva's?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: Who is Palomino and what role does he play in this chapter? Which of the novel's overarching themes are represented in María Teresa's diary? What dangers does the diary itself pose?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Are María Teresa's motivations for joining the revolution appropriate given the risks? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies*: Chapter 8 (pages 148–168).

Seminar 6: Whole Class Novel

What Does Success Look Like?
Scholars analyze Patria's decision to join the movement. They identify this decision as a major turning point in the novel.

Seminar 6: *In the Time of the Butterflies:* Chapter 8 (pages 148–168)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why is June 14 a significant date for Patria? Then build excitement for today's reading and discussion.

Close Read 1 — 20 minutes

Close Read:

- **Read Aloud (Chapter 9, 31:08–Chapter 10, 02:41):** Chapter 8, pages 148–151

Discuss:

- Scholars discuss the following question in pairs: What does Patria mean when she says, "I had built my house on solid rock" (page 148)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: According to Patria, how is her lifestyle different from that of her sisters?

Discuss 1 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: Why does the Mirabal family celebrate Cuba's liberation? What is the significance of this historical event to the plot of the novel? Why does Patria choose the name Raul Ernesto for her son?

Write — 10 minutes

Write an essay of no more than 200 words:

- Why does Patria go to such lengths to protect Nelson? Justify your argument with at least two concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Play Audiobook (Chapter 10, 26:04–30:30):** Chapter 8, pages 160–162

Discuss:

- Scholars discuss the following questions in pairs: How does the death of the young man change Patria? What does this change mean for the Mirabal family as a whole? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: What is the connection between Patria's decision to join the rebellion and her faith?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: Besides the death of the young man during her retreat, what else factors into Patria's change of heart about the revolution? Why does Patria emphasize the family memories associated with various parts of her house after it becomes "the motherhouse of the movement" (page 166)?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Patria's commitment to the rebellion represent a turning point in the novel? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies:* Chapter 9 (pages 171–199).

Seminar 7: Whole Class Novel

What Does Success Look Like?
Scholars analyze Dedé's decision to stay out of the revolution. They begin to see the impact that the Mirabal sisters made in the revolution and why their involvement was crucial.

Seminar 7: *In the Time of the Butterflies:* Chapter 9 (pages 171–199)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What factors does Dedé consider as she decides whether or not to join the rebellion? Then build excitement for today's reading and discussion.

Read and Discuss 1 — 20 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 9, pages 175–180

Discuss:

- Scholars discuss the following question in pairs: What reasons does Dedé have for not joining her sisters in the revolution? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does the narrator mean when she says, “Only much later did she realize she had forgotten to put any seeds in the ground” (page 180)?

Discuss 1 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: What is the dynamic between Dedé and Jaimito? Why does Dedé plan to leave Jaimito? What ultimately causes Dedé to stay with Jaimito?

Write — 10 minutes

Write an essay of no more than 200 words:

- How does Dedé find the meaning of “courage” (page 198)? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 9, pages 198–199

Discuss:

- Scholars discuss the following questions in pairs: Why does Dedé get angry at people for romanticizing the girls’ experience? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Alvarez switch back and forth between 1994 and 1960 in Chapter 9?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: What does the narrator mean when she says, “[Dedé] had never really had a choice” (page 193)? How does the plot shift in Chapter 9?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why are the Mirabal sisters particularly threatening to the authorities? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies:* Chapter 10 (pages 200–226).

Seminar 8: Whole Class Book

What Does Success Look Like?
Scholars analyze the role of Patria’s religious faith in her continued struggle for liberty. They recognize the Catholic church’s shift away from Trujillo and how the Mirabal family is noticed by the outside world.

Seminar 8: *In the Time of the Butterflies:* Chapter 10 (pages 200–226)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What role does Margarita Mirabal play in Chapter 10? Then build excitement for today’s reading and discussion.

Close Read 1 — 20 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 10, pages 200–205

Discuss:

- Scholars discuss the following questions in pairs: What is Patria’s strategy for “praying” to Trujillo? What does this reveal about her? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous questions, ask: Why does Alvarez repeat the phrase “And on the third day he rose again ...” in this section?

Discuss 1 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: What is the significance of Padre Gabriel’s sermon (pages 205–207)? How and why does the SIM attack the Catholic church?

Write — 10 minutes

Write an essay of no more than 200 words:

- What role does Patria’s religious faith play in Chapter 10? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 10, pages 222–226

Discuss:

- Scholars discuss the following question in pairs: How does Alvarez characterize Trujillo in this scene? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Patria mean when she says, “We were part of a stage show” (page 224)?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: What do readers learn from the captions quoted on page 226? Why is Patria especially concerned for Noris?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Patria win back Nelson’s freedom? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies:* Chapter 11 (pages 227–256).

Seminar 9: Whole Class Novel

What Does Success Look Like?
Scholars analyze the literal and figurative prisons that characters experience within Chapter 11 and throughout the novel.

Seminar 9: *In the Time of the Butterflies:* Chapter 11 (pages 227–256)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What are conditions like inside the prison? Then build excitement for today's reading and discussion.

Close Read 1 — 20 minutes

Close Read:
- **Play Audiobook (Chapter 15, 21:45–27:15):** Chapter 11, pages 236–239

Discuss:
- Scholars discuss the following question in pairs: How does María Teresa's voice change in the diary entries throughout Chapter 11? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does the prison function as more than just a physical confinement?

Discuss 1 — 10 minutes

Discuss:
- Scholars discuss the following questions as a whole class: Why does Minerva insist on having the "little school" (page 233)? What does Magdalena's story reveal about life in the Dominican Republic at this moment in history?

Write — 10 minutes

Write an essay of no more than 200 words:

- Why does Alvarez choose María Teresa as the narrator during the sisters' time in prison? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Read Aloud (5 minutes):** Chapter 11, pages 250–256

Discuss:

- Scholars discuss the following questions in pairs: Why does Mate want to withhold certain information from the OAS? How is her point of view on addressing the OAS different from Minerva's? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: Why is the account of what happened to María Teresa in La 40 withheld from readers until the end of the chapter?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: Why is the allegation of an assassination attempt on Betancourt a turning point in the revolution? Why is María Teresa so reluctant to tell what happened to her in La 40?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- In what other ways have the characters experienced prison beyond the literal, physical location? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *In the Time of the Butterflies*: Chapter 12 and Epilogue (pages 257–321).

Seminar 10: Whole Class Novel

What Does Success Look Like?
Scholars analyze Minerva's adjustment to life after prison, including her internal struggle to live up to the legend of the Mariposas. Scholars discuss Dedé's motivations for sharing the story of her sisters.

Seminar 10: *In the Time of the Butterflies:* Chapter 12 and Epilogue (pages 257–321)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Which person from her past does Dedé reencounter at a reception in honor of her sisters? Then build excitement for today's reading and discussion.

Close Read 1 — 20 minutes

Close Read:

- **Play Audiobook (Chapter 19, 5:37–7:07):** Chapter 12, pages 290–291

Discuss:

- Scholars discuss the following question in pairs: Why does Alvarez write the story's conclusion from Minerva's perspective? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Alvarez foreshadow the murder of the sisters in Chapter 12? How does knowing their fate impact the reader?

Discuss 1 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: How does Minerva feel in the final paragraphs of Chapter 12? What are possible reasons why Alvarez ends Chapter 12 without Minerva telling the story of the murders?

Write — 10 minutes

Write an essay of no more than 200 words:

- How do Minerva's feelings on page 297 impact the mood of the conclusion? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

Close Read 2 — 15 minutes

Close Read:

- **Read Aloud (5 minutes):** Epilogue, pages 312–317

Discuss:

- Scholars discuss the following question in pairs: Why did Dedé shift from merely listening to others' stories about the girls to telling her own stories? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Dedé list "the losses" (page 314)? How does this list impact the mood?

Discuss 2 — 10 minutes

Discuss:

- Scholars discuss the following questions as a whole class: How has Dedé's perspective on the girls' martyrdom shifted? Why is it important to Dedé to bring the past forward to the present?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Dedé feel about being an "oracle" to her sisters' story (page 312)? Justify your argument with at least **two** concrete pieces of evidence from the text.

You Did It!

Congratulations! You've reached the end of Literature Unit 6: *In the Time of the Butterflies!*

As a result of teaching this unit, you as the teacher have:

- Built your scholars' passion for great literature by helping them analyze *In the Time of the Butterflies*.
- Built your scholars' ability to articulate their understanding of texts both orally and in writing.

Your scholars can:

- Read and closely analyze a complex work of historical fiction.
- Articulate a bull's-eye main idea, dissect an author's argument, and explain how an author goes about making an argument.
- Notice interesting language and structures used by an author and explain how they support the big idea.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work during this unit. Invite scholars to share how much fun they had reading *In the Time of the Butterflies* and making connections to other texts.

Reflect on your successes and stretches, as well as those of your scholars. Have your scholars grown as readers over the last month? Do you have any readers who are not reading at Level Z? Your scholars should all be reading at Level Z. Enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening, and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars complete their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move in the next 15 days. Set a goal for scholars who are not reading at home. Who will you target to consistently read at home? Set a goal for moving any scholars who are not yet reading at Level Z. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have not succeeded. Consult your colleagues. Consult your leaders. Ask for help so you can meet your goals!