JUSTICE REQUIRES RESTRAINT
LESSON PLANS FOR

DON'T SHOOT!
I'M THE GUITAR MAN

BY BUZZY MARTIN

PENGUIN GROUP (USA)
Dear Educators,

I would like to present lesson plans for Don’t Shoot! I’m The Guitar Man by Buzzy Martin. I teach a high school class for students with learning and emotional disabilities and I used the book in the third quarter this year (2012). I worked to match the curriculum of the Santa Clara University (SCU) Character Based Literacy (CBL) Program. I hope that SCU CBL will add the book to their program and incorporate these lesson plans.

Don’t Shoot! I’m The Guitar Man fits perfectly in the third quarter CBL theme “Justice Requires Restraint”. The book teaches information every child needs to be aware of as they make their choices in to adulthood. Our students will learn that if they do not show restraint, they will be restrained by the justice system. The book teaches the darkest consequences of not using personal restraint. The curriculum has been laid out for students to learn to be aware of their choices and the consequences of their actions. So, I’m hoping SCU CBL will use the book in their program.

SCU CBL has students keep word wall lists as well as settings, character and page number lists, which are provided in these lesson plans. In my class, I also have students keep a page of a list of adverbs and a page of a list of adjectives they are required to have in their English section of their three ring binder that they turn in every morning for points towards their daily average. (Email me if you would like a copy of my daily point sheets) They add to the lists when they tell me they have nothing to do or I need some filler time. When the extend part of the lesson is a writing assignment, my students are required to write two paragraphs with two adjectives and two adverbs per paragraph. There are populations where one paragraph will suffice. Getting students to pick from lists of words to enhance their writing sometimes works. I hope you all find success in improving your students’ writing, reading comprehension and choice making.

Sincerely,

Mr. O
jens.oetiker@gmail.com

The book teaches information every child needs to be aware of as they make their choices in to adulthood. Our students will learn that if they do not show restraint, they will be restrained by the justice system. The book teaches the darkest consequences of not using personal restraint. The curriculum has been laid out for students to learn to be aware of their choices and the consequences of their actions.
Respect—Every person has worth and a right to respect: it is a human minimum.
Justice—Justice requires that people be treated in a way that is fair and just.
Restraint—justice shows up in the things I don’t say, or don’t do, because it would harm another person.
Power—Power and control should be consistent with rights.
Emotions—expressions of emotion should be real and not manipulative or instrumental.
Skills—Restraint requires good skills for coping and cooperation as well as to consider all of the alternatives and then make the best choice.

DON’T SHOOT! I’M THE GUITAR MAN, DAY 1

OUTCOMES FOR TODAY

- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

There are things I cannot say or do to myself, any other person, or the planet, because justice demands it. The actions I take and the decisions I make must respect the rights of all.

PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.
Buzzy Martin is a guitar player and guitar teacher in Northern California who had the “opportunity” to teach guitar at San Quentin State Prison in Marin County California. Students can research San Quentin State Prison on the internet.
San Quentin State Prison - Mission Statement
San Quentin is California’s oldest and best-known all male correctional institution. The prison today includes a reception center for new commitments, a parole violator unit, general population units, and a minimum-security work crew unit. The state’s only gas chamber and death row for all male condemned inmates are located at San Quentin.
http://www.cdcr.ca.gov/facilities_locator/sq.html
San Quentin State prison web site
http://www.sanquentinblog.com/
This blog is dedicated to all the hard working professional correctional staff. This blog is to share news about San Quentin State Prison (SQ), California Department of Corrections and Rehabilitation (CDCR), CCPOA, CCPOA SQ Local Chapter, CA & U.S. Law-Enforcement, Prisons in US and abroad. This News Blog is for informational purposes only and is maintained by Correctional Peace Officers from San Quentin State Prison.

WORDWALL vocabulary words to teach and add to the Word Wall.
San Quentin State Prison Grand Rapids, Michigan neglected unglamorous communicative empowers opportunity classification incarceration
- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.
READ

REVIEW Review the timeline from the beginning of the story everyday.
Start at the beginning of the story and review the story so far.
Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading, RRP: Read, React, Predict every 2-3 pages,
Tape, Partner, Choral, Silent, Round Robin Reading

PP. XV-XXXI

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<tr>
<td>San Quentin State Prison</td>
<td>author</td>
<td>XVIII-XXXI</td>
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RESPOND

HISTORY, GOVERNMENT, ENGLISH

Review with students the history of San Quentin. Students might mention:
1. San Quentin was originally built by inmates from 1853 to 1854
2. The area was named Quentin’s Point and since Americans at the time thought that all Spanish names had to start with San, Quentin’s Point was renamed San Quentin
3. From 1856 to 1933 women were also housed at San Quentin
4. In 1868 the first school was started.

Review with students the points and level system in San Quentin.
- Level 1 (0-18 points) minimum security
- Level 2 (19-37 points) more serious security
- Level 3 (38-51 points) even more serious case elements
- Level 4 (52 and above points) inmates who continue to get in to trouble and end up in a higher security prison like Folsom or Pelican Bay

Review with students the units at San Quentin State prison.
1. Adjustment Center—where inmates get processed
2. H-Unit—Steel caged cells for Level 2 and Level 3 inmates
3. North Block (The Hill)—lifers with low points who work in prison industry
4. The Ranch—minimum level security
5. Death Row—those awaiting execution

EXPLORE

DISCUSSION Ask discussion questions
- Where was Buzzy from?
- What jobs did Buzzy have?
- What does Buzzy say about music?
- What is the history of San Quentin?
- What senses and emotions did Buzzy experience in this part of the story?
**ACTIVITY** Explore the reading more deeply with a visual or oral language activity. Brainstorm with students what they already know about San Quentin and the prison system. Write a group list of facts.

**EXTEND**

**WRITE** Every student writes a short essay from today’s prompt to connect to the unit theme. Have students copy down the facts list on San Quentin. Then have them use the list to write one or two paragraph essay on what they know about San Quentin, concluding with their opinion of San Quentin State Prison. Remind them they need to have a reason for their opinion (a because clause.) If you have taught adjectives and adverbs, have students use two adjectives and two adverbs per paragraph. You can have students create their own adjective and adverb list to add to as a resource for all writing assignments.

**POSSIBLE EXTENDED LESSONS**

**ECONOMICS, MATH, LIFE SKILLS**

- Have students use maps or the internet to research the distance in miles between Grand Rapids, Michigan to San Francisco, California.
- Have students calculate the amount of gas it would take at 20 miles to the gallon to drive that far.
- Have students calculate the amount of gas it would take at 30 miles to the gallon to drive that far.
- Have the students calculate the cost it would take to drive that far at $4.00 per gallon at 20 miles to the gallon, at 30 miles to the gallon and discuss the difference.
- Have students calculate the amount of hours it would take to drive that far at 60 miles an hour.
- Have students research, on the Internet how much it would cost and the time it would take, to fly from Detroit Michigan to San Francisco California.
- Have the students research on the Internet how much it would cost and the time it would take to take the Greyhound Bus system from Detroit Michigan to San Francisco California.
- Have the students research on the Internet how much it would cost and the time it would take to take the Amtrak train system from Detroit Michigan to San Francisco California.

**DON’T SHOOT! I’M THE GUITAR MAN, DAY 2**

**OUTCOMES FOR TODAY**

- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

**PREPARE**

**BACKGROUND** Background knowledge about a place, time, event, person, or thing.

*Justice Requires Restraint. There are things I cannot say or do to myself, any other person, or the planet, because justice demands it. The actions I take and the decisions I make must respect the rights of all.*
WORDWALL Three vocabulary words to teach and add to the Word Wall.
musty      stunning      unsettling
- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

REVIEW Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
- Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages., Tape, Partner, Choral, Silent, Round Robin Reading

PP. 1-12

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<td>1-2</td>
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<td>San Quentin</td>
<td>Buzzy Martin, Officers, Inmates, Buzzy’s boss</td>
<td>2-3</td>
</tr>
<tr>
<td>San Quentin Education Room</td>
<td>Buzzy, 8 inmates</td>
<td>3-6</td>
</tr>
<tr>
<td>In truck driving home</td>
<td>Buzzy</td>
<td>6-7</td>
</tr>
<tr>
<td>San Quentin</td>
<td>Buzzy Martin, Officers, Inmates</td>
<td>7-9</td>
</tr>
<tr>
<td>In truck driving home</td>
<td>Buzzy</td>
<td>10-12</td>
</tr>
</tbody>
</table>

RESPOND

TIMELINE Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.
Discuss the reading and add 3-5 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 3-5 most important events and add these to the timeline
The students might add any of the following:
- Buzzy had to sign a piece of paper the four rules while working or teaching inside the prison.
  Rule #1 Do not wear denim.
  Rule #2 Do not run or walk fast.
  Rule #3 Have a picture ID with you at all times.
  Rule #4 No hostage is recognized so in a riot you are on your own.
- Buzzy was yelled at for mistakenly calling an officer a guard.
- The prisoners had the smell of cheap food and sweat.
- Buzzy had 8 students.
- The first song Buzzy taught was “Old Time Rock and Roll.”
- In the second class, Buzzy taught, “Hit The Road Jack” and “Stand By Me”.
- The inmates asked if the could sing more songs like “Jailhouse Rock” and “Folsom Prison Blues.”
- An inmate told of how he ended up in the Q.
- In the third class Buzzy taught 10 students “Hit The Road Jack”, “Mustang Sally” and “Working Man Blues.”

EXPLORE

DISCUSSION Ask discussion questions
- Discuss the inmate who shared his story of how he ended up in the Q. In what ways did people not use restraint? What were the consequences for not using restraint?
• Who could the inmate have talked to when he found out his mother’s new husband was messing with his sister and beating his mother?
• Buzzy Martin is in a completely new and different environment. He describes what he experiences through his senses and emotions. Have students discuss what senses and emotions Buzzy uses to describe his new experience. Write lists grouping the senses, (sight, smell, hearing, taste, touch, intuition) and emotions Buzzy goes through in his first experiences in San Quentin. Make a “Senses” list and an “Emotions” list.
• What senses and emotions did Buzzy experience in this part of the story?
• What senses and emotions did the inmates experience in this part of the story?

EXTEND

ACTIVITY Write Explore the reading more deeply with an oral language and a written group activity. Every student writes a short essay from today’s prompt to connect to the unit theme. Write a 1 to 2 paragraph essay on a time when you had an experience at a new and different place. What senses did you experience? (Sight, smell, hearing, taste, touch, intuition.) What emotions did you go through? Did you use restraint in your experience? What were the consequences of using or not using restraint? What did you learn? Remind students to use descriptive words; at least two adjectives and two adverbs per paragraph.

POSSIBLE EXTENDED BIOLOGY

LIFE SCIENCE PHYSIOLOGY 9 B.-E.

Dictionary.com defines sense as any of the faculties, as sight, hearing, smell, taste, or touch, by which humans and animals perceive stimuli originating from outside or inside the body. Brain storm with students what our senses are and write each sense on the board. Hold a discussion on what body parts are connected to each sense. Ask students to volunteer to write the body part names next to the senses they are connected to on the board. Hold discussion on what emotions are connected to different senses. Where in the body are different emotions felt? Have student pairs or individuals chose a body part to research. Have student pairs or individuals create 5 to 10 vocabulary words to put on flash cards for each body part. Have student pairs or individuals create their own power point presentations on each body part. Have students create their own 5 to 10 question multiple-choice quiz, on their chosen body part, that the students can exchange and take.

DON’T SHOOT! I’M THE GUITAR MAN, DAY 3

OUTCOMES FOR TODAY

☐ Relate a sequence of events
☐ Communicate the significance of events to the audience
☐ Locate scenes and incidents in specific places
☐ Support important ideas and viewpoints
☐ Support through accurate and detailed reference to the text or other works
☐ Report information and convey ideas logically and correctly
☐ Describe feelings of characters
☐ Provide clear and purposeful information
☐ Use appropriate vocabulary, tone, and style
☐ Highlight central ideas or images

PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. There are things I cannot say or do to myself, any other person, or the planet, because justice demands it. The actions I take and the decisions I make must respect the rights of all.
WORDWALL vocabulary words to teach and add to the Word Wall.
salt peter  juju  lockdown  homemade  overflowing
- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

REVIEW Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
- Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages,
Tape, Partner, Choral, Silent, Round Robin Reading

PP. 13-25
Setting          Characters                          Pages
Juvenile Hall   Buzzy, kids                           13
San Quentin Church office  Buzzy, chaplain          14
San Quentin Education Room  Buzzy, one con         15
San Quentin Education Room  Buzzy, inmates, female officer  16-18
San Quentin Checkpoints  Buzzy, officers            18-19
San Quentin Education Room  Buzzy, inmates          19-21
In truck driving home  Buzzy                          21-22
San Quentin  Buzzy, officers, inmates               22-25
San Quentin  Buzzy, officers, inmates               25-27
San Quentin  Buzzy, officers, inmates               27-30

RESPOND

TIMELINE Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.
Discuss the reading and add 3-5 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 3-5 most important events and add these to the timeline
Discuss what three holiday times happen while Buzzy is teaching at the Q.
Describe interactions Buzzy has with individual inmates and officers.
Students might add any of the following:
- Some of the tough boys at juvenile hall thought that prison is a joke.
- The prison chaplain told Buzzy that music heals the souls of the inmates.
- The inmates told Buzzy they were going to have a talent show.
- A lifer asked Buzzy to sing him “Happy Birthday”.
- Alarms went off and all inmates sat on the ground.
- Buzzy tried to ask an officer for a pen but gets ignored.
- Buzzy taught “Mustang Sally” and “I Got You (I Feel Good)”.
- When Buzzy took a drink from the drinking fountain an inmate warned him about lead and salt peter in the water.
- The inmates cracked up when Buzzy spat out the water.
- Buzzy taught his fifth class on his wife’s birthday.
- Buzzy teaches “Monster Mash”.

8 JUSTICE REQUIRES RESTRAINT LESSON PLANS FOR DON’T SHOOT! I’M THE GUITAR MAN BY BUZZY MARTIN
• An inmate told Buzzy he was getting out in 2 weeks after serving over 8 years for robbing and stabbing someone who owed him money for drugs.
• Buzzy’s next class was on election day.
• Buzzy taught 4 students “Who’ll Stop The Rain” and “Santa Clause Is Coming To Town”.
• Buzzy was tripped out by 2 officers up on the cat walk looking down through a huge plate glass window.
• Buzzy sang three of his own songs for his class.
• In Buzzy’s seventh class he taught five students “Jingle Bells” and “Blue Christmas”
• The next class was Buzzy’s first class teaching alone.
• An inmate asked Buzzy for a cigarette and thanked Buzzy for calling him sir.
• Buzzy taught 8 inmates “Rockin’ Around the Christmas Tree” and “Deck the Halls”.
• Everybody sang “White Christmas” three times at the end of class.
• Buzzy was singing and dancing in the rain walking out and got yelled at by an officer.

EXPLORE

DISCUSSION Ask discussion questions

• What holidays and events happen while Buzzy is teaching?
• How do you think Buzzy’s wife felt when Buzzy was teaching on her birthday?
• What is important about Buzzy teaching the class alone?
• Why did the inmate thank Buzzy for calling him sir?
• Do you think Buzzy was wrong for singing and dancing in the rain?
• What senses and emotions did Buzzy experience in this part of the story?
• What senses and emotions did the inmates experience in this part of the story?

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

While Buzzy was teaching at the Q, Halloween, Christmas and his wife’s birthday happened. Discuss with the students their experiences of Halloween, Christmas and birthdays. Discuss what senses and emotions they experience. Add to the senses list and emotions list.

EXTEND

WRITE Every student writes a short essay from today’s prompt to connect to the unit theme.

While Buzzy was teaching at the Q, Halloween, Christmas and his wife’s birthday happen. Write a one to two paragraph description of a Halloween, Christmas or birthday you have experienced. Include as many as the five senses you experienced as well as the different emotions you experienced. Make sure to have two adjectives and two adverbs per paragraph.

DON’T SHOOT! I’M THE GUITAR MAN, DAY 4

OUTCOMES FOR TODAY

☐ Relate a sequence of events
☐ Communicate the significance of events to the audience
☐ Locate scenes and incidents in specific places
☐ Support important ideas and viewpoints
☐ Support through accurate and detailed reference to the text or other works
☐ Report information and convey ideas logically and correctly
☐ Describe feelings of characters
☐ Provide clear and purposeful information
☐ Use appropriate vocabulary, tone, and style
☐ Highlight central ideas or images
PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.

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

WORDWALL vocabulary words to teach and add to the Word Wall.

- hellhole
- chaos
- perspective
- subculture
- alongside

• Show, say, explain, expand, explode or buzz about the word briefly.
• Show, say and define the word quickly and add to the word wall.

READ

REVIEW Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
• Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages,
Tape, Partner, Choral, Silent, Round Robin Reading

PP. 30-48

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<td>Buzzy, inmates</td>
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<td>Buzzy</td>
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<td>Buzzy, inmates, officers</td>
<td>41-43</td>
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<td>San Quentin H-Unit check points</td>
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<td>Buzzy, inmates,</td>
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<td>San Quentin Parking lot</td>
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<tr>
<td>In truck driving home</td>
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<td>48</td>
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RESPOND

TIMELINE Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.
Discuss the reading and add 3-5 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 5-8 most important events and add these to the timeline
Discuss what changes occur in Buzzy’s teaching assignment.
Discuss what Buzzy experiences on his first day at H-Unit.

Students could add any of the following:
- Buzzy taught 3 inmates “King Of The Road”, “Born To Be Wild” and “Twist and Shout”.
- At Buzzy’s ninth time at the Q, he found out he had been cleared to teach 12 more classes in a part called H Unit.
- Buzzy taught 8 students “Runaway” and “I Fought the Law.”
- A student told Buzzy the students are starting to have a little self-esteem for the first times in their lives through learning guitar.
- The next class, Buzzy got a red panic button for the first time.
- Buzzy taught 4 students “Jumpin’ Jack Flash” and “Under My Thumb.”
- Buzzy helped them change their guitar strings, they asked if they can keep their old strings and Buzzy told them no.
- Buzzy bought a big whistle for H Unit.
- A 14 year-old boy in juvenile hall told Buzzy he can’t wait to kick it with his homeboys at the Q.
- Buzzy taught 10 students “Before You Accuse Me (Take a Look At Yourself)” for the last class.
- Buzzy got a thank you card.
- Buzzy taught his first class at H Unit.

EXPLORE

DISCUSSION Ask discussion questions
- Why would students gain self esteem through learning guitar?
- What would you like to learn?
- How do you think Buzzy felt about getting a red panic button?
- Do you think he will ever need it?
- Why would inmates want to keep old guitar strings?
- Do you think the Q is going to be like the 14 year old boy in juvenile hall thinks it is going to be? Why or why not?
- How do you think Buzzy felt about getting a thank you card from the inmates?
- Who deserves a thank you card in your life?
- What senses and emotions did Buzzy experience in this part of the story?

ACTIVITY Explore the reading more deeply with a visual or oral language activity.
Buzzy Martin changed from teaching inmates at the Education Room to teaching inmates in H-Unit. He described his last classes with the lifers in the Education Room and his first class in H-Unit. Discuss what he sees and experiences through his senses and emotions.

Write a group list of senses and emotions Buzzy goes through in his experiences ending classes at the Education Room and starting classes at H-Unit. Add to the class senses list and an emotions list.

EXTEND

WRITE Every student creates an Open Mind Portrait to connect to the unit theme.
An Open Mind Portrait which is a drawing of the character’s head with thought bubble(s) above, that student then fill in with what they believe the character is thinking.

Have every student draw an Open Mind Portrait of Buzzy up to this point. Have students come up with a minimum of 10 to 12 thought bubbles.
OUTCOMES FOR TODAY

- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.

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

WORDWALL vocabulary words to teach and add to the Word Wall.

monitored unescorted talkative torment adrenaline
• Show, say, explain, expand, explode or buzz about the word briefly.
• Show, say and define the word quickly and add to the word wall.

READ

REVIEW Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
• Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages,
Tape, Partner, Choral, Silent, Round Robin Reading

PP. 49-65

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<td>Buzzy, officer, inmates</td>
<td>49-51</td>
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<td>San Quentin H-Unit class</td>
<td>Buzzy, 8 inmates, officers</td>
<td>51-54</td>
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<td>San Quentin H-Unit to officer's post</td>
<td>Buzzy, officers,</td>
<td>54-55</td>
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<td>Buzzy, officers, inmates</td>
<td>56-57</td>
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<td>Buzzy, inmates, officers</td>
<td>57-58</td>
</tr>
<tr>
<td>San Quentin H-Unit to officer's post</td>
<td>Buzzy, officers,</td>
<td>57-59</td>
</tr>
<tr>
<td>San Quentin Gift shop</td>
<td>Buzzy, Buzzy's wife, inmate</td>
<td>59-60</td>
</tr>
<tr>
<td>In truck, driving to the Q</td>
<td>Buzzy</td>
<td>61</td>
</tr>
<tr>
<td>San Quentin officer's post To H-Unit</td>
<td>Buzzy, officers</td>
<td>61-62</td>
</tr>
<tr>
<td>San Quentin H-Unit class</td>
<td>Buzzy, 5 inmates, officers</td>
<td>62-63</td>
</tr>
</tbody>
</table>
RESPOND

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

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

Discuss the story to fix the facts: who, what, when, where, why.

Decide on the 3-5 most important events and add these to the timeline.

Discuss what interactions Buzzy has with inmates and officers.

What interactions are positive and what interactions are negative?

Students could add any of the following:
- Buzzy thought two inmates were ladies.
- H Unit was the creepiest place Buzzy had ever been.
- Buzzy remembers to always have an escort.
- Inmates looked and smelled really bad.
- Three inmates ask to get into Buzzy’s class.
- An officer told Buzzy the word is out on him and he has H Unit’s respect.
- Buzzy had 8 students.
- An inmate told Buzzy he had 1 year and 6 months left and that prison life is like being locked away with a bunch of mean, wild and crazy f!@#$! dogs, all living in a real big dog house.
- Buzzy taught “Rock This Town” and “Gloria.”
- Inmates with a lot of tattoos creep Buzzy out.
- Buzzy’s escort officer said that all inmates reoffend after 3 or 4 weeks.
- As Buzzy drove in to the Q, he noticed a lot of visitors lined up to get in.
- Many others come to volunteer from churches and different groups.
- Buzzy got “cat calls” when he walked in to H Unit.
- Buzzy got a red panic button to push if there is trouble.
- Buzzy taught “Sharp Dressed Man” and “Burning Love”.
- Buzzy was asked if he could teach “Jailhouse Rock” and “Teddy Bear” in the future.
- Buzzy brought his wife to a Saturday morning orientation.
- They went to the prison gift shop.
- Buzzy told his wife he'll do all the talking, tried to be cool with the inmate behind the counter and came off feeling dumb.
- In his next visit to the Q, inmates at the Ranch taunted Buzzy.
- Buzzy was escorted by three officers because of a lot of stuff going on in H Unit.
- More inmates taunted Buzzy.
- Buzzy taught five students “Sharp Dressed Man” and “Tush”.
- An inmate told Buzzy he only had 18 months left after 10 years of looking over his shoulder, never having a good night’s sleep, wondering when he is going to be beat up or gang raped.
- In the next class, Buzzy taught “Peaceful Easy Feeling” and “Runaway”.

EXPLORE

DISCUSSION Ask discussion questions
- Why did Buzzy think that 2 inmates were ladies?
- Why was H Unit the creepiest place Buzzy had ever been?
- Why does Buzzy have H Unit’s respect?
- What creeped Buzzy out?
- How quickly do inmates reoffend after getting out?
• Why do you think that happens?
• Who volunteers at San Quentin?
• What happened in the prison gift shop?
• What senses and emotions did Buzzy experience in this part of the story?
• What senses and emotions did inmates experience in this part of the story?

**ACTIVITY** Explore the reading more deeply with a visual or oral language activity.
Buzzy Martin had different interactions with inmates and officers. Some are positive and some are negative. Discuss what he sees and experiences through his senses and emotions.
Write a list of the different interactions that Buzzy has with inmates and officers; some are positive and some are negative. Continue to add to the senses list and emotions list from what Buzzy goes through.

**EXTEND**

**WRITE** Every student writes a short product from today’s prompt to connect to the unit theme.
Write a one to two paragraph essay describing the interactions Buzzy has with inmates and officers. Do you think most of them respect Buzzy? Describe why or why not. What does Buzzy do to get this response? Have you done similar things to get these similar responses? Use at least 2 adjectives and 2 adverbs in each paragraph.

**DON’T SHOOT! I’M THE GUITAR MAN, DAY 6**

**OUTCOMES FOR TODAY**
- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

**PREPARE**

**BACKGROUND** Background knowledge about a place, time, event, person, or thing.

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

**WORDWALL** vocabulary words to teach and add to the Word Wall.

freedom afterward experience spiritual easygoing pedophile

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

**READ**

**REVIEW** Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
- Mention the Setting and main character.
READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

Shared Reading RRP: Read, React, Predict every 2-3 pages,
Tape, Partner, Choral, Silent, Round Robin Reading

<table>
<thead>
<tr>
<th>PP. 65-81</th>
<th>Setting</th>
<th>Character</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parking lot, Looking at the Ranch</td>
<td>Buzzy, inmates, Officers</td>
<td>65-66</td>
</tr>
<tr>
<td></td>
<td>Officer's Main post</td>
<td>Buzzy, Officer</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Back office of H Unit</td>
<td>Buzzy, 10 inmates</td>
<td>67-69</td>
</tr>
<tr>
<td></td>
<td>Q parking lot</td>
<td>Buzzy</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Back office Of H Unit</td>
<td>Buzzy, 4 inmates</td>
<td>70-71</td>
</tr>
<tr>
<td></td>
<td>Escort back From H Unit</td>
<td>Buzzy, prison officer</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Driving to San Quentin</td>
<td>Buzzy, radio</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Escort to H Unit</td>
<td>Buzzy, prison officer</td>
<td>72-73</td>
</tr>
<tr>
<td></td>
<td>Back office Of H Unit</td>
<td>Buzzy, 5 inmates</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Driving home</td>
<td>Buzzy</td>
<td>73-74</td>
</tr>
<tr>
<td></td>
<td>Officer's post &amp; escort to H Unit</td>
<td>Buzzy, 3 officers</td>
<td>74-75</td>
</tr>
<tr>
<td></td>
<td>Back office Of H Unit</td>
<td>Buzzy, 4 inmates</td>
<td>75-76</td>
</tr>
<tr>
<td></td>
<td>Escort back From H Unit</td>
<td>Buzzy, prison officer</td>
<td>76-78</td>
</tr>
<tr>
<td></td>
<td>Special-ed pre-school, Low income housing, Group homes, Driving to the Q</td>
<td>Buzzy, kids</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Q parking lot &amp; Officer's post</td>
<td>Buzzy, waiting visitors, Ranch prisoners, Buzzy’s boss</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Escort to H Unit</td>
<td>Buzzy, prison officer</td>
<td>79-80</td>
</tr>
<tr>
<td></td>
<td>Back office Of H Unit</td>
<td>Buzzy, 7 inmates</td>
<td>80-81</td>
</tr>
<tr>
<td></td>
<td>Escort back From H Unit</td>
<td>Buzzy, prison officer</td>
<td>81</td>
</tr>
</tbody>
</table>

RESPOND

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

Discuss the reading and add 3-5 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 3-5 most important events and add these to the timeline.
Discuss what interactions Buzzy has with inmates and officers.
What interactions are positive and what interactions are negative?

Students could add any of the following:
- Buzzy got catcalls from prisoners.
- An officer yelled at Buzzy for not knocking.
- Buzzy taught “Sea of Love” and “Little Sister”.
- Prisoner told of slamming PCP and robbing people, then thanked Buzzy and sang country songs.
- Buzzy drank coffee from the prison officer’s area and got too amped.
- A prisoner gave Buzzy a cigar.
- Buzzy went on vacation to Mexico.
- Buzzy taught ”Woolly Bullly” and “Tush”.
- A prisoner bragged about getting out and sounded like a pedophile.
- A prison officer told Buzzy that 85% of H Unit inmates are sex offenders.
• Buzzy heard about the Columbine High School, Colorado shooting.
• Buzzy taught “Johnny B Goode”, “Hound Dog” and “Blue Suede Shoes”.
• There was an execution at the Q.
• Buzzy taught “King of the Road”, “Your Cheatin Heart” and “Old Man Down the Road”.
• A prisoner pulled out a book on the history of guitars.
• A prisoner gave Buzzy another cigar.
• A Q parolee killed an ex-girlfriend and her new boyfriend.
• Buzzy taught kids in different places.
• Buzzy’s boss told him he has a contract for 12 more weeks and he could perform to the inmates with his band on Saturday June 12.
• Prisoners told Buzzy about inmate sex fetishes.

DISCUSSION Ask discussion questions
• Why did the officer yell at Buzzy?
• What got Buzzy too amped?
• What did Buzzy get from a prisoner?
• Should he have taken it? Why or why not?
• Where did Buzzy go on vacation?
• Why did the prisoner getting out soon sound like a pedophile?
• What is the significance of Columbine High School?
• What are all the other places Buzzy teaches at?
• What senses and emotions did Buzzy experience in this part of the story?
• What senses and emotions did the inmates experience in this part of the story?

ACTIVITY Explore the reading more deeply with a visual or oral language activity.
“My day has been wild. I started out this morning at 9:00, singing for a special-education preschool of three- to five- year old kids. Then, from 10:30 to 2:00, I taught music class to kids at risk in low-income housing- lots of crime and gangbangers, but they’re still just kids. From 2:30 till 4:30, I worked with kids from two group homes. Now I am driving to San Quentin, and tomorrow at 9:00 a.m., I will be teaching music at juvenile hall.” p.78
Discuss with the students the different places Buzzy taught music. Make a list of places and populations Buzzy works with. Discuss and make a list the different senses and emotions Buzzy might feel and go through working with each population.

EXTEND
WRITE Every student writes a short product from today’s prompt to connect to the unit theme.
Write a one to two paragraph essay describing the different places Buzzy teaches. Describe the differences and similarities in populations. What senses and emotions might Buzzy feel and go through working with each population? What population do you think would be the most fun to work with? Why? What population do you think would be most difficult to work with? Why?

DON’T SHOOT! I’M THE GUITAR MAN, DAY 7

OUTCOMES FOR TODAY
☐ Relate a sequence of events
☐ Communicate the significance of events to the audience
☐ Locate scenes and incidents in specific places
☐ Support important ideas and viewpoints
☐ Support through accurate and detailed reference to the text or other works
☐ Report information and convey ideas logically and correctly
☐ Describe feelings of characters
☐ Provide clear and purposeful information
PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.

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

WORDWALL Vocabulary words to teach and add to the Word Wall.

- recap
- denim
- impressions
- shell-shocked

○ Show, say, explain, expand, explode or buzz about the word briefly.
○ Show, say and define the word quickly and add to the word wall.

REVIEW Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the Setting and main character.

READ

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

Shared Reading RRP: Read, React, Predict every 2-3 pages, Tape, Partner, Choral, Silent, Round Robin Reading

PP. 82-96

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music store</td>
<td>Buzzy, guys behind the counter</td>
<td>82</td>
</tr>
<tr>
<td>Parking lot, Officers post, Main yard</td>
<td>Buzzy, inmates, prison officers</td>
<td>83</td>
</tr>
<tr>
<td>Back office Of H Unit</td>
<td>Buzzy, inmates</td>
<td>84-86</td>
</tr>
<tr>
<td>In vans driving to east gate entrance</td>
<td>Buzzy, roadie, Daddy G, Guitar player Stevie, Drummer Rick,</td>
<td>87-89</td>
</tr>
<tr>
<td></td>
<td>Roadie Brent, Bass player Kent, Sax player Steve (Buzzy's band)</td>
<td></td>
</tr>
<tr>
<td>In Daddy G’s van touring the Q</td>
<td>Buzzy, Buzzy’s band</td>
<td>90</td>
</tr>
<tr>
<td>first checkpoint</td>
<td>Buzzy, Buzzy’s band, prison officers</td>
<td>90-91</td>
</tr>
<tr>
<td>walking to the main prison yard</td>
<td>prison officers, Buzzy, Buzzy’s band</td>
<td>91-92</td>
</tr>
<tr>
<td></td>
<td>Buzzy’s boss, inmates</td>
<td></td>
</tr>
<tr>
<td>Prison yard</td>
<td>Buzzy, Buzzy’s band, Inmates, prison bands</td>
<td>92-94</td>
</tr>
<tr>
<td>walking back to checkpoint</td>
<td>Buzzy, Buzzy’s band, prison officer</td>
<td>94-95</td>
</tr>
<tr>
<td>driving home</td>
<td>Buzzy, Brent, Daddy G</td>
<td>95-96</td>
</tr>
</tbody>
</table>

RESPOND

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

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

Discuss the story to fix the facts: who, what, when, where, why.

Decide on the 3-5 most important events and add these to the timeline.

Discuss what interactions Buzzy has with inmates and officers.
What interactions are positive and what interactions are negative?
Students could add any of the following:
• The guys behind the counter of the music store teased Buzzy about teaching in the Q.
• Buzzy taught the last class in H Unit
• Buzzy gave each prisoner 5 guitar picks
• Buzzy taught the prisoners “Jailhouse Rock” and “Folsom Prison Blues”
• The inmates gave Buzzy a thank you card
• Buzzy brought his band to play at the Q
• Buzzy gave the band a mini tour of the prison.
• The officers flipped out over a pill bottle in Stevie’s guitar case.
• There were only screws and nuts for Stevie’s guitar in the bottle.
• Stevie had to pee and a prisoner tells him they pee on a brick building.
• Other prison bands played before Buzzy’s band.
• Buzzy’s band played fifteen fast songs and one slow song including, “Great Balls of Fire”, “Old Time Rock and Roll”, “Rock This Town”, “My Girl” and “Sharp Dressed Man.”

**DISCUSSION** Ask discussion questions
• What did the guys behind the counter of the music store say to Buzzy?
• What did Buzzy give the prisoners?
• What did the inmates give Buzzy?
• What did Buzzy’s band see in their tour of the Q?
• How did Buzzy’s band feel after the tour?
• What was in Stevie’s guitar case?
• How did Stevie feel when he was told where to pee?
• What senses and emotions did Buzzy experience in this part of the story?
• What senses and emotions did Buzzy’s band experience in this part of the story?
• What senses and emotions did the inmates experience in this part of the story?

**ACTIVITY** Explore the reading more deeply with a visual or oral language activity.
“…The inmates come alive. They are all dancing, swaying and singing to the music. It’s something to see. You can feel the vibe of happiness all around…” p.94
Discuss with the students what emotions are being felt during this time of the story. Discuss what senses are being used at this point. Make a list of senses and emotions.

**EXTEND**

**WRITE** Every student writes a short product from today’s prompt to connect to the unit theme.
“…The inmates come alive. They are all dancing, swaying and singing to the music. It’s something to see. You can feel the vibe of happiness all around…” p.94
This was definitely one of the best times for the prisoners. They used their hearing senses to listen to the music and they used they’re physical senses in their muscles to dance and sway. The emotions of happiness were felt all around. Share one of your happiest times. Write two paragraphs sharing a time when you felt the most joy. Share who was with you, where you were, when it happened and what happened. Describe what senses you used.

**DON’T SHOOT! I’M THE GUITAR MAN, DAY 8**

**OUTCOMES FOR TODAY**
- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

**WORDWALL** vocabulary words to teach and add to the Word Wall.
- hepatitis
- intimidation
- penitentiary
- restringing
- optical

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

**READ**

**REVIEW** Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
- Mention the Setting and main character.

**READ** Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages
Tape Partner Choral Silent Round Robin Reading

**PP. 97-112**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Q</td>
<td>inmates</td>
<td>97-98</td>
</tr>
<tr>
<td>Walking in to North Block</td>
<td>Buzzy, Buzzy's boss, prison officer</td>
<td>98-99</td>
</tr>
<tr>
<td>Education Room</td>
<td>Buzzy, 7 inmates (6 are students)</td>
<td>99-100</td>
</tr>
<tr>
<td>Max Shack</td>
<td>Buzzy, prison officer many inmates</td>
<td>100-103</td>
</tr>
<tr>
<td>Tour of the Q</td>
<td>Buzzy's home inmates &amp; young tough boys on T.V.</td>
<td>103-104</td>
</tr>
<tr>
<td>Buzzy's home</td>
<td>Buzzy, many prison officers, 3 inmates</td>
<td>104-105</td>
</tr>
<tr>
<td>prison office in the Q</td>
<td>Buzzy, 2 officers, many inmates walking from the dining hall</td>
<td>106-107</td>
</tr>
<tr>
<td>outside the classroom</td>
<td>Buzzy, inmates</td>
<td>107-108</td>
</tr>
<tr>
<td>in the classroom</td>
<td>Buzzy, inmates</td>
<td>108-109</td>
</tr>
<tr>
<td>walking to Room C</td>
<td>Buzzy, prison officer</td>
<td>109</td>
</tr>
<tr>
<td>Room C</td>
<td>Buzzy, 9 inmates</td>
<td>109</td>
</tr>
<tr>
<td>Walking to &amp; from Arts Building</td>
<td>Buzzy, many inmates, 4 prison officers</td>
<td>109-110</td>
</tr>
<tr>
<td>Room C</td>
<td>Buzzy, 9 inmates</td>
<td>111</td>
</tr>
<tr>
<td>The front desk</td>
<td>Buzzy, prison officer</td>
<td>111</td>
</tr>
<tr>
<td>Leaving the prison</td>
<td>Buzzy</td>
<td>112</td>
</tr>
</tbody>
</table>
**RESPOND**

**TIMELINE** Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.
Discuss the reading and add 3-5 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 3-5 most important events and add these to the timeline.
Discuss what interactions Buzzy has with inmates and officers.
What interactions are positive and what interactions are negative?

Students could add any of the following:
- Buzzy wrote about the fear, respect and hate in the Q.
- Buzzy learned that inmates work in factories where they make everything, from box springs to tables and chairs.
- An inmate asked Buzzy if he could join the class.
- Buzzy had 6 students.
- Buzzy taught "Johnny B Goode" “Old Time Rock and Roll” and "Gloria".
- Buzzy received a tour of the Q and almost got sick from the smell.
- Buzzy watched “Scared Straight” on MTV.
- There was a riot and Buzzy was stuck in the office.
- There was a heat wave.
- Two officers asked Buzzy about buying guitars.
- Buzzy taught “My Girl” and “Stand By Me”.
- One inmate cried because “Stand By Me” was his son’s favorite song.
- The classroom was changed to Room C.
- One of the inmates said he had been reading about Buzzy and saw him on TV.
- Buzzy had 9 students
- When the officers yelled escort all the inmates had to put their nose to a wall because they are not allowed to see a new inmate’s face.
- Buzzy taught the students “On The Road Again”, “I Got You (I Feel Good)” and “Evil Ways”.

**DISCUSSION** Ask discussion questions
- What did Buzzy write about?
- What do you think about what Buzzy wrote?
- What jobs are done at the Q?
- What happened when Buzzy received a tour of the Q?
- What did Buzzy watch on TV?
- Do you think that works for kids? Why or why not?
- Why was Buzzy stuck in the office?
- What did an officer ask Buzzy about?
- What happens when an officer yells escort? Why?
- What senses and emotions did Buzzy experience in this part of the story?
- What senses and emotions did the inmates experience in this part of the story?

**ACTIVITY** Explore the reading more deeply with a visual or oral language activity.
“He explains to me that blue jumpsuits are for first time inmates coming into the prison. For the protection of first timers, inmates are not allowed to see their faces while being brought in…
….He tells me, “It's a lot safer for the new inmates that are young…” p.110

Discuss with your students what the experience of a first timer in the Q is like. Ask the students what would this person see, hear, smell and feel? Add any new words to your emotions and senses list.
WRITE  Every student writes a short product from today’s prompt to connect to the unit theme.

“He explains to me that blue jumpsuits are for first time inmates coming into the prison. For the protection of first timers, inmates are not allowed to see their faces while being brought in…

….He tells me, “It’s a lot safer for the new inmates that are young…” p.110

Write a 1 to 2 paragraph essay what the experience would be like for a first timer at the Q. What would this person see, hear, smell and feel? Describe the different places he would be in that you have read about so far. Describe his senses and emotions in each area.

DON’T SHOOT! I’M THE GUITAR MAN, DAY 9

OUTCOMES FOR TODAY
- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

PREPARE

BACKGROUND  Background knowledge about a place, time, event, person, or thing.

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

WORDWALL  vocabulary words to teach and add to the Word Wall.

below ground  tolerance  trolling
- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

REVIEW  Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
- Mention the Setting and main character.

READ  Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages, Tape, Partner, Choral, Silent, Round Robin Reading

PP. 112-127

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<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking in to the Q</td>
<td>Buzzy, prison officer</td>
<td>112-113</td>
</tr>
<tr>
<td>Room C</td>
<td>Buzzy, 9 inmates</td>
<td>113-114</td>
</tr>
<tr>
<td>Checking in to the Q</td>
<td>Buzzy, prison officer</td>
<td>114-115</td>
</tr>
</tbody>
</table>
Room C
Buzzy, 3 inmate students, 3 inmates outside 115-116

The Q parking lot
Buzzy, prison officers, Inmates getting released 116-118

Education Room
Buzzy, 8 inmates, One officer 118-119

Getting in to The Q & H Unit
Buzzy prison officers 121-122

H Unit
Buzzy, 6 inmates 121-122

Checking in to the Q
Buzzy, prison officers, inmates families 122-123

H Unit class
Buzzy, 12 inmates 123-125

Checking in to the Q
Buzzy, prison officers 125-126

H Unit class
Buzzy, 6 inmates 126-127

**RESPOND**

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

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

Discuss the story to fix the facts: who, what, when, where, why.

Decide on the 5-8 most important events and add these to the timeline

Describe interactions Buzzy has with individual inmates and officers.

Students could add any of the following:

- There was a 5.0 earthquake in the Bay Area.
- Buzzy had 8 students.
- One inmate played his own song about being locked up in prison.
- Buzzy taught the 8 students “Jailhouse Rock”, “Little Sister” and “Ready Teddy”.
- The Q was on lock down because tools were stolen from the prison shop class.
- Buzzy taught 3 white students “My Girl”, “Jumpin Jack Flash” and “Feelin All Right”.
- Buzzy saw two old cons kissing a young inmate.
- An inmate told Buzzy that new inmates “fish” have three choices…
  - One: Have sex with other inmates.
  - Two: Join a gang by killing another inmate.
  - Three: Kill themselves.
- Buzzy had to wait in the parking lot for inmates to be released.
- Two inmates tried to sneak into Buzzy’s class.
- Buzzy taught 6 students, “Heartbreak Hotel” and “Monster Mash”.
- Alarms went off and officers ran past the door yelling about a gang fight.
- Buzzy taught on H Unit again.
- Buzzy taught 6 students “Santa Clause Is Coming To Town” and “Rockin’ Round The Christmas Tree”.
- An inmate told the story of trying to learn guitar and his dad beating him.
- Some families got to visit inmates during Christmas time.
- Buzzy had 12 students they played and sang everything from “White Christmas ” to “Santa Clause is Coming to Town”.
- One inmate sang “Silent Night”.
- The inmates tried to shock Buzzy by showing him a sock and what they said they do in it.
- Buzzy had been given the “OK” to bring his drummer friend, Billy.
- Buzzy brought oranges for the inmates but was not allowed to give them to the inmates.
- Buzzy taught six students “Old Man Down The Road” and “Runaway”.
- One inmate got all excited about a quarter Buzzy used to fix a guitar.
- An inmate thought it was cool that he and his brother were locked up in the same prison.
- An officer told Buzzy that the prisoners are meaner in Pelican Bay than in the Q.
DISCUSSION Ask discussion questions
- Why was the Q on lock down?
- What did Buzzy see two old cons doing?
- What choices did an inmate tell Buzzy that “fish” have?
- Why did Buzzy have to wait in the parking lot?
- How many inmates tried to sneak in to Buzzy’s class?
- What happened when the alarms went off?
- What did one inmate say happened when he tried to learn guitar?
- What could he have done differently?
- Who could he have talked to?
- How do you think inmates feel when their family gets to visit them at Christmas time?
- How do you think inmates feel when they see other inmates have family visit and their family does not or cannot visit them at Christmas time?
- What senses and emotions did Buzzy experience in this part of the story?
- What senses and emotions did the inmates experience in this part of the story?

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

“Just to let you know, fish have three choices in prison. One: Have sex with other inmates. Two: Join a gang by killing another inmate. But remember, if you kill someone in prison, you’re never going to see freedom ever again. Three: You can kill yourself…” p.116
Hold a discussion with students about this quote. Ask them what choices they would have to make not to be in the situation of a “fish”. Discuss with them how they can make choices of restraint so that they do not have to be restrained by the criminal justice system. Ask them if they know of situations where people have been arrested. Ask them if they could come up with other choices those people could have made not to get restrained by the criminal justice system. Discuss what choices inmates in the Q made to get there. Could they have used restraint and made a different, better choice? Make a list of poor choices and better alternative choices.

WRITE Every student writes a short product from today’s prompt to connect to the unit theme.

“Just to let you know, fish have three choices in prison. One: Have sex with other inmates. Two: Join a gang by killing another inmate. But remember, if you kill someone in prison, you’re never going to see freedom ever again. Three: You can kill yourself…” p.116
Draw an open mind portrait of a new inmate in the Q with 12 thoughts the new inmate could be thinking.

DON’T SHOOT! I’M THE GUITAR MAN, DAY 10

OUTCOMES FOR TODAY
- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images
PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.

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

WORDDWALL vocabulary words to teach and add to the Word Wall.

dormitories unmanageable delinquency otherwise

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

READ

REVIEW Review the timeline from the beginning every day.
Start at the beginning and review the story so far.

- Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages, Tape Partner Choral Silent Round Robin Reading

PP129-144

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking in &amp; tour of the Q</td>
<td>Buzzy, Billy, prison officer, inmates of H Unit</td>
<td>129-130</td>
</tr>
<tr>
<td>H Unit dining hall</td>
<td>Buzzy, Billy, More then 700 inmates</td>
<td>130-132</td>
</tr>
<tr>
<td>The drive home</td>
<td>Buzzy, Billy</td>
<td>132</td>
</tr>
<tr>
<td>Escort to H Unit</td>
<td>Buzzy, prison officer</td>
<td>133</td>
</tr>
<tr>
<td>H Unit class</td>
<td>Buzzy, 3 inmates</td>
<td>133-134</td>
</tr>
<tr>
<td>Driving home</td>
<td>Buzzy</td>
<td>134-135</td>
</tr>
<tr>
<td>The Ranch</td>
<td>Buzzy, inmates, officers</td>
<td>137-139</td>
</tr>
<tr>
<td>Checking in to teach at H Unit</td>
<td>Buzzy, prison officer</td>
<td>139</td>
</tr>
<tr>
<td>Family visiting room</td>
<td>Buzzy, 6 inmates</td>
<td>139-140</td>
</tr>
<tr>
<td>The Ranch</td>
<td>Buzzy, inmates</td>
<td>141</td>
</tr>
<tr>
<td>Driving home</td>
<td>Buzzy</td>
<td>141-142</td>
</tr>
<tr>
<td>Escort to H Unit</td>
<td>Buzzy, prison officer</td>
<td>142-143</td>
</tr>
<tr>
<td>Family visiting room</td>
<td>Buzzy, inmates</td>
<td>143</td>
</tr>
<tr>
<td>Officer’s main post</td>
<td>Buzzy, prison officers</td>
<td>143-144</td>
</tr>
</tbody>
</table>

RESPOND

TIMELINE Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.
Discuss the reading and add 5-8 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 5-8 most important events and add these to the timeline.
Describe interactions Buzzy has with individual inmates and officers.
Students could add:
- Buzzy's drummer friend Billy came to play with him at the Q.
- They got a tour of the Q.
- Billy was very uncomfortable.
- They played in the H Unit dining hall.
- Some other bands played first.
- Buzzy, Billy and some of Buzzy's students played "Rock This Town", "I Fought The Law", "Secret Agent Man", "Tush", "Free Bird" and "My Girl".
- Buzzy learned that white people are called "woods", "quiet" cells are padded cells for unmanageable inmates, the "balcony" is the check in wall post for all the gunner positions and "pruno" is wine made in prison.
- Buzzy taught 3 students "Pink Houses" and "Pretty Woman".
- An inmate told Buzzy the difference between a convict and an inmate.
- An inmate told Buzzy why inmates reoffend.
- A girl in juvenile hall told Buzzy that her father is in prison for molesting her and her sister, but now she forgives him.
- Buzzy started teaching at the Ranch in the Q.
- The Ranch is for inmates who will be getting out with in a year.
- Buzzy taught 6 students "Mustang Sally", and "I Got You (I Feel Good)".
- Buzzy taught the H Unit class in the family-visiting unit.
- There were a drum set, three amps, one keyboard and a full PA with mics.
- Buzzy taught 6 students "Susie Q", "Born To Be Wild" and "Stormy Monday".
- Three inmates wanted to sing.
- Buzzy taught a mellow class at the Ranch.
- Buzzy taught "Folsom Prison Blues" and "Jailhouse Rock".
- Buzzy wore ear plugs to the H Unit class.
- Buzzy taught "Bad To The Bone" and "Hit The Road Jack".
- One of the officers said Buzzy was famous.
- Buzzy thought about writing a book about teaching a music class in San Quentin.

**DISCUSSION** Ask discussion questions
- Who came to play with Buzzy at the Q?
- What new vocabulary did Buzzy learn?
- What is the difference between a convict and an inmate?
- Why do inmates reoffend?
- What could they do in their lives so they would not reoffend?
- Do you think the girl in juvenile hall was right to forgive her father? Why or why not?
- Why are inmates at the “Ranch”?
- Why did an officer say Buzzy was famous?
- What senses and emotions did Buzzy experience in this part of the story?
- What senses and emotions did the inmates experience in this part of the story?

**ACTIVITY** Explore the reading more deeply with a visual or oral language activity.
“Living in the streets when it’s cold and I’m hungry sucks” p. 134
Discuss with students when an inmate told Buzzy why inmates reoffend. Make a list of reasons… include family members in prison, friends in prison, being cold and hungry on the streets, beds in prison are warm, some like being locked up and told what to do, it makes life easier, don't have to beg in order to eat.
Discuss other ways to get those needs met in order not to go to prison to get those needs met. Discuss living with family or friends until you could get on your feet, what legal business they could get in to or start on their own and what ways can they feed themselves.
WRITE Every student writes a short product from today’s prompt to connect to the unit theme. “Living in the streets when it’s cold and I’m hungry sucks” p. 134
Write 1 paragraph describing why convicts reoffend. Use 2 adjectives and 2 adverbs in the paragraph. Write a second paragraph describing how a person could get their needs met in life in order not to go to prison to get those needs met. Use 2 adjectives and 2 adverbs in the paragraph.

DON’T SHOOT! I’M THE GUITAR MAN, DAY 11

OUTCOMES FOR TODAY
- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.
Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

WORDWALL vocabulary words to teach and add to the Word Wall.
hopelessness      dorm      motown      harmony      contrast
- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

REVIEW Review the timeline from the beginning every day.
Start at the beginning and review the story so far.
- Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages, Tape Partner Choral Silent Round Robin Reading

PP. 144-155

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
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</thead>
<tbody>
<tr>
<td>Pulling in to parking</td>
<td>Buzzy</td>
<td>144</td>
</tr>
<tr>
<td>Checking in &amp; H Unit</td>
<td>Buzzy and 9 students</td>
<td>144-145</td>
</tr>
<tr>
<td>Buzzy’s truck &amp; home</td>
<td>Buzzy, his wife</td>
<td>145-146</td>
</tr>
<tr>
<td>Checking in</td>
<td>Buzzy, officer at gate</td>
<td>146</td>
</tr>
<tr>
<td>Ranch</td>
<td>Buzzy, 5 inmates</td>
<td>146-147</td>
</tr>
<tr>
<td>Checking in To H unit</td>
<td>Buzzy, prison officers</td>
<td>147-148</td>
</tr>
</tbody>
</table>
## RESPOND

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

Discuss the reading and add 5-8 events to the timeline.

Discuss the story to fix the facts: who, what, when, where, why.

Decide on the 5-8 most important events and add these to the timeline.

Describe interactions Buzzy has with individual inmates and officers.

Students could add any of the following:

- Buzzy was feeling burned out from teaching 2 classes a week at the Q.
- Buzzy taught 9 students at H Unit “Great Balls of Fire” and “My Girl”.
- A Mexican inmate thanked Buzzy for letting him get his anger out on the drums.
- Another inmate who was getting out in 4 weeks, gave Buzzy a skull pinky ring.
- As Buzzy left, a couple of skin-head inmates started barking at him like junkyard dogs.
- Buzzy and his wife agreed to put the ring away and never wear it again.
- Buzzy taught 5 inmates at the Ranch “Hound Dog” and “Shot Gun Blues”.
- Buzzy played another showcase with inmates.
- An officer and inmates recognized Buzzy from TV and newspaper articles about concerts Buzzy was doing to raise money for kids programs.
- Other inmate bands played before Buzzy's inmate band plays.
- Buzzy's band played “Bad to the Bone”, “Shotgun Blues”, “Hound Dog” and “'Tush”.
- Two other bands played after Buzzy’s band.
- After the show, a former student who’d returned to the Q came up to Buzzy.
- Another inmate came up to introduce his brother.
- Buzzy taught two last classes before he took a 3-month break.
- An officer told Buzzy that the inmates would miss him.
- It was so hot in the Education Room that the officer told him to leave the door open for the whole class.
- Buzzy taught “Lean on Me” and “Rocky Mountain Way”.
- Buzzy was given a hand-made thank you card signed by all the students at the Ranch.
- Two students told Buzzy that the music class had helped build their self-esteem and made them care about something besides living a life of crime.
- Buzzy taught “Twist and Shout”, “Smoke on the Water” and “Long Tall Sally” at H Unit.
- As they were walking out, Buzzy remembered he forgot his picks bag in the room and went back for it.
- Buzzy got locked in the dark for about 5 minutes.

### DISCUSSION
Ask discussion questions

- Why was Buzzy starting to feel burned out?
- How did an inmate get his anger out?
- What are three positive ways you can get your anger out with out hurting anyone or anything?
- What jewelry did Buzzy get from an inmate?
- Should he have accepted it? Why or why not?
- Why did an officer recognize Buzzy?
• Who did an inmate introduce to Buzzy?
• Why was that weird?
• What did the students at the “Ranch” give Buzzy?
• What did two students tell Buzzy was positive about the class?
• What could you do to build your self esteem?
• Why did Buzzy get locked in the dark?
• What senses and emotions did Buzzy experience in this part of the story?
• What senses and emotions did the inmates experience in this part of the story?

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

“As the class comes to a close, one of the Mexican inmates thanks me for letting him take his anger out by hitting on the drums.” p. 145

While I’m putting away my guitar, two students tell me the music class helped them build up their self-esteem and made them care about something other than a life of crime.” p.152

Hold a discussion with students on positive ways to deal with anger and build self-esteem. Break the class in to groups and have each group create a list. Have each group share their list.

**WRITE** Every student writes a short product from today’s prompt to connect to the unit theme.

“As the class comes to a close, one of the Mexican inmates thanks me for letting him take his anger out by hitting on the drums.” p. 145

“While I’m putting away my guitar, two students tell me the music class helped them build up their self-esteem and made them care about something other than a life of crime.” p.152

Write 2 paragraphs describing at least 2 positive ways to deal with anger and build self-esteem. Use a minimum of two adjectives and adverbs per paragraph.

**DON’T SHOOT! I’M THE GUITAR MAN, DAY 12**

**OUTCOMES FOR TODAY**

- Relate a sequence of events
- Communicate the significance of events to the audience
- Locate scenes and incidents in specific places
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

**PREPARE**

**BACKGROUND** Background knowledge about a place, time, event, person, or thing.

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

**WORDWALL** vocabulary words to teach and add to the Word Wall.

- Jamaican
- Howling
- Institutionalized
- Unthinkable
- Knuckleheads
READ

REVIEW Review the timeline from the beginning every day.
Start at the beginning and review the story so far.

- Mention the Setting and main character.

READ Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.
Shared Reading RRP: Read, React, Predict every 2-3 pages
Tape Partner Choral Silent Round Robin Reading

PP. 157-171

Setting Characters Pages

<table>
<thead>
<tr>
<th>Event</th>
<th>Characters</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving in &amp; checking in</td>
<td>Buzzy, officers</td>
<td>157-158</td>
</tr>
<tr>
<td>North Block Education Room</td>
<td>Buzzy, inmate assistant inmate students, officer</td>
<td>158-161</td>
</tr>
<tr>
<td>Walking past Prison church</td>
<td>Buzzy, inmate choir</td>
<td>161-162</td>
</tr>
<tr>
<td>Buzzy’s home</td>
<td>Buzzy, his wife</td>
<td>163</td>
</tr>
<tr>
<td>Walking to class</td>
<td>Buzzy, officers, inmates</td>
<td>163</td>
</tr>
<tr>
<td>North Block Class</td>
<td>Buzzy, inmates, officer</td>
<td>163-165</td>
</tr>
<tr>
<td>Checking out &amp; leaving</td>
<td>Buzzy, officers</td>
<td>165-166</td>
</tr>
<tr>
<td>Entering Main Courtyard</td>
<td>Buzzy, 1 inmate</td>
<td>166-167</td>
</tr>
<tr>
<td>Education Room</td>
<td>Buzzy, 8 inmates</td>
<td>167-168</td>
</tr>
<tr>
<td>Checking in</td>
<td>Buzzy, officer</td>
<td>169</td>
</tr>
<tr>
<td>Education Room</td>
<td>Buzzy, 7 inmates</td>
<td>169</td>
</tr>
<tr>
<td>Walking out</td>
<td>Buzzy, inmates, officers</td>
<td>169-170</td>
</tr>
<tr>
<td>Driving home</td>
<td>Buzzy</td>
<td>171</td>
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</tbody>
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RESPOND

TIMELINE Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.
Discuss the reading and add 5-8 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 5-8 most important events and add these to the timeline
Describe interactions Buzzy has with individual inmates and officers.
Students could add any of the following:
- After 3 months off, Buzzy came back to teach at North Block.
- Buzzy got an inmate aid to assist him.
- All the black inmates were on lock down.
- 14 students had signed up for Buzzy’s class.
- A mafia looking inmate gave Buzzy respect and told him how he is in for life for killing a guy with a baseball bat.
- Buzzy’s aid told him that 6 students were lifers.
- Buzzy taught “What I Say” and “House of the Rising Sun”.
- A big Jamaican sounding guard busted in to the class to ask Buzzy where he could buy a cheap guitar.
- A bunch of alarms went off and the inmates started howling the same note as the alarm.
- Buzzy asked the inmates what they would tell students at juvenile hall.
- Inmates told Buzzy that unless the students like having sex with old smelly cons, or always looking over their shoulder, or having officers always barking, telling you how to live your life, sleeping with one eye open, to stay in school.
As Buzzy was leaving, he heard the choir in the prison church singing “Oh Happy Day”.
Buzzy’s wife was worried something might happen to him at the Q.
Buzzy taught “The Monster Mash” and “Stand By Me”.
An inmate told Buzzy how he had been in the Q for 15 years, he’s a lifer and his family refused to visit him.
Another inmate told Buzzy how he was doing 25 to life for delivering a car for $10,000, shooting a gun he found in the car, getting stopped and the police finding a dead body in the car.
At 8:30 a lady officer opened the door and let everyone know that the prison was going on lock down any moment.
As Buzzy walked in the next time an old black inmate sang “Papa Was A Rolling Stone” and danced for Buzzy.
Buzzy had 8 inmates waiting for class.
Buzzy asked if he could teach “Rock This Town” and “Jail House Rock”.
An Indonesian inmate shared how he loved classic rock ‘n’ roll and how he killed a man with a pipe for no good reason.
Another inmate shared how he killed a man with a knife for smiling at him.
As Buzzy signed in for the next class, the officer told him that all the white inmates were on lock down.
Buzzy had 7 inmates in class and Buzzy taught “Old Time Rock & Roll”, “Jailhouse Rock” an “I Got You (I Feel Good)”.
As they were leaving alarms started going off, every inmate sat down where they were, Buzzy sat down too and an inmate whispered to him to get up.
25 officers in full riot gear came running past.
Buzzy was escorted out and was told he was almost in the middle of a Stage One lockdown.

DISCUSSION Ask discussion questions
- What was different when Buzzy came back to teach?
- Who was on lock down and why?
- Why did the “mafia looking guy” give Buzzy respect?
- How did the “mafia looking guy” not use restraint?
- What were his consequences?
- Do you think it was worth it? Why or why not?
- What caused the inmates to start howling?
- What would the inmates tell students at juvenile hall?
- How do you think the lifer feels that his family refuses to visit him?
- How did other inmates not use restraint to end up at the Q?
- Was it worth it? Why or why not?
- What happened when alarms started going off?
- What senses and emotions did Buzzy experience in this part of the story?
- What senses and emotions did the inmates experience in this part of the story?

ACTIVITY Explore the reading more deeply with a visual or oral language activity.
Discuss the message inmates have for Buzzy’s students in juvenile hall. Discuss the stories the inmates tell Buzzy about their lives. What do the messages and stories have to do with Justice Requires Restraint?

WRITE Every student writes a short product from today’s prompt to connect to the unit theme.
Write 1 paragraph about the message inmates have for Buzzy’s students in juvenile hall.
Write 1 paragraph about the stories the inmates tell Buzzy about their lives. Write 1 paragraph about what the messages and stories have to do with Justice Requires Restraint. Include a minimum of 2 adjectives and 2 adverbs per paragraph.
OUTCOMES FOR TODAY

- Relate a sequence of events
- Communicate the significance of events to the audience
- Support important ideas and viewpoints
- Support through accurate and detailed reference to the text or other works
- Report information and convey ideas logically and correctly
- Describe feelings of characters
- Provide clear and purposeful information
- Use appropriate vocabulary, tone, and style
- Highlight central ideas or images

PREPARE

BACKGROUND Background knowledge about a place, time, event, person, or thing.

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

WORDWALL vocabulary words to teach and add to the Word Wall.

foghorn forgotten tad hassled superior uncomfortable

READ

REVIEW Review the timeline from the beginning every day.

Start at the beginning and review the story so far.
- Mention the Setting and main character.

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

Shared Reading RRP: Read, React, Predict every 2-3 pages, Tape Partner Choral Silent Round Robin Reading

PP. 173-189

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Pages</th>
</tr>
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<tbody>
<tr>
<td>Education Room</td>
<td>Buzzy, 6 inmates</td>
<td>173-175</td>
</tr>
<tr>
<td>Education Room</td>
<td>Buzzy, 5 inmates</td>
<td>175-176</td>
</tr>
<tr>
<td>Education Room</td>
<td>Buzzy, inmate aid</td>
<td>177-178</td>
</tr>
<tr>
<td>Education Room</td>
<td>Buzzy, inmate students</td>
<td>178</td>
</tr>
<tr>
<td>East Gate</td>
<td>Buzzy, juvenile hall teacher</td>
<td>178-179</td>
</tr>
<tr>
<td>Signing in</td>
<td>Buzzy, officer, prison church staff</td>
<td>179</td>
</tr>
<tr>
<td>Education Room</td>
<td>Buzzy, aid, 10 inmates</td>
<td>180-182</td>
</tr>
<tr>
<td>Buzzy's home</td>
<td>Buzzy, his wife, Marco</td>
<td>182-183</td>
</tr>
<tr>
<td>On the phone</td>
<td>Buzzy, his boss</td>
<td>183-184</td>
</tr>
<tr>
<td>Buzzy’s message</td>
<td>Buzzy</td>
<td>185-189</td>
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</tbody>
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RESPOND

TIMELINE Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.
Discuss the reading and add 5-8 events to the timeline.
Discuss the story to fix the facts: who, what, when, where, why.
Decide on the 5-8 most important events and add these to the timeline
Describe interactions Buzzy has with individual inmates and officers.
Students could add any of the following:
• Buzzy missed a few weeks of teaching because of lock downs.
• Buzzy had 6 inmates in class and told them that the songs would be “Rudolph the Red Nosed Reindeer” and “Santa Clause Is Coming To Town”.
• The Indonesian inmate shared how he loved “Blue Christmas” and “White Christmas”.
• Half way through another inmate shared that all he wanted for Christmas was to see his sons who were ten, twelve and fifteen.
• Buzzy thanked the inmates for helping him get through the lockdown a few weeks ago.
• The next class Buzzy taught 5 inmates “Summertime Blues” and “Brown Eyed Girl”.
• An inmate told Buzzy how the prison threw a Christmas party for the family of the inmates.
• Before the next class, Buzzy’s aid shared how he shot a friend of the family who raped his sister’s 13 year old kid.
• Buzzy taught “Free Bird” and “Ring of Fire”.
• Buzzy saw one of the teachers he worked with at juvenile hall waiting to get in to the Q.
• Buzzy forgot his whistle.
• The prison church staff said he’d get Buzzy a whistle.
• After Buzzy got in, the church staff asked for his whistle back.
• Buzzy had 10 inmates and his aid waiting for him.
• One inmate shared that he knew way too much about Buzzy.
• Buzzy knew it is his last class at the Q.
• Buzzy’s boss and her superior agreed that Buzzy was done at the Q.
• As of June 2007 the US had about 2.4 million inmates behind bars.
• The US is ranked No. 1 in incarceration rates.
• Music can help kids express their emotions in productive ways, rather than through street violence and gang affiliation.
• Kids experience a sense of accomplishment through hands-on basic instrument sessions.
• Kids learn pride in the music traditions of their cultures.

DISCUSSION Ask discussion questions
• What was all one inmate wanted for Christmas?
• Why was Buzzy’s aid in the Q?
• Do you think it was worth it? Why or why not?
• What did Buzzy forget?
• Do you think he really needed it? Why or why not?
• Why was Buzzy done at the Q?
• How can music help kids?
• What senses and emotions did Buzzy experience in this part of the story?
• What senses and emotions did the inmates experience in this part of the story?

ACTIVITY Explore the reading more deeply with a visual or oral language activity.
Discuss the most important parts of Buzzy’s message. How many inmates are behind bars in the US as of 2007? What lessons do children learn from music programs? What does Justice Requires Restraint have to do with Buzzy’s story?

WRITE Every student writes a short product from today’s prompt to connect to the unit theme.