Grade 7
English Language Arts
with Additional Supports

2020

Part A
## Table of Contents

### Lessons

#### Getting Started
- Welcome to Calvert .......................................................... 3
- Getting Started - English Language Arts .......................... 11

#### Unit 1 - Generations
- Two Kinds ........................................................................ 19
- A Simple Act ...................................................................... 47
- An Invisible Thread .......................................................... 64
- Maya Angelou: Mom & Me & Mom and Learning to Love My Mother ........................................... 78
- Tutors Teach Seniors New High-Tech Tricks .................... 108
- “Mother to Son” and “To James” ......................................... 123
- Writing a Generational Narrative ...................................... 147
- Unit Quiz: Generations ..................................................... 162

#### Unit 2 - A Starry Home
- Project: A Starry Home ..................................................... 165
- Dark They Were, and Golden-Eyed .................................... 168
- Danger! This Mission to Mars Could Bore You to Death! .......................................................... 200
- Future of Space Exploration Could See Humans on Mars .................................................. 221
- The Last Dog ..................................................................... 237
- Neil deGrasse Tyson on Space Exploration ....................... 253
- Show: Present Your Findings to the World! ......................... 265
- Unit Quiz: A Starry Home .................................................. 277

#### Unit 3 - Turning Points
- A Christmas Carol: Act I ..................................................... 281
- A Christmas Carol: Act II ..................................................... 313
- Scrooge ............................................................................ 346
- “Thank You M’am” ............................................................. 358
- An American Childhood ..................................................... 377
- The Outsiders ................................................................... 394
- Unit Quiz: Turning Points ................................................... 422
Getting Started
WELCOME TO CALVERT!

We are glad you have selected our curriculum. Please take the time to read the information that follows.

Note: This lesson part, "Welcome to Calvert," is identical for all courses. Once it is finished, it will be marked complete for each course.

If you are the Learning Guide, please make sure you are logged in and have the Teaching Notes enabled. You can do this by clicking on the Teaching Notes toggle, as shown here:

CALVERT’S PLUS CURRICULUM

You will learn using Calvert’s PLUS curriculum framework. Our framework is designed to motivate and engage you by using a research-based, digitally supported instructional approach.

WHY DO WE CALL THIS THE PLUS FRAMEWORK?

Our PLUS framework includes Project-Based Learning, Active Learning, Use for Mastery, and Show elements. Details on each element appear below.

Project - Projects are designed to give you fun, engaging, real-world opportunities to creatively show what you have learned. You can also collaborate with other students in the same course.
**Learn** - Our courses contain a variety of active learning opportunities, including interactive digital activities designed to encourage you to think independently and Quick Checks to assess your understanding.

**Use** - You will complete a Use for Mastery assessment at the end of each lesson to make sure you have achieved a deeper knowledge (and have "mastered" the concepts).

**Show** - We offer many creative and exciting opportunities for you to showcase what you have learned. You can submit audio, images, and videos from your computer or mobile device for a teacher to evaluate.

You can view the following video to learn more about the PLUS framework.

Your course is divided into units. Units are made up of lessons, and a lesson is split into lesson parts. **Each lesson part is planned to be a day’s work.**

Please go online to view this video ▶

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**WHAT YOU WILL FIND IN YOUR COURSE**

**PROJECT OPENER**

Some units in your course are built around a project. When there is a project in your unit, you will see an introduction and description in the beginning of the unit that will tell you:

- What the project will be about
- What you will be doing as part of the project
- How the project will be graded
- Any work that needs to be created or submitted as part of the project

Projects often encourage you to be creative by adding audio, video, or images to make your presentation more interesting and informative. For hints and tips on creating and uploading your projects, click [here](#).

**LESSON PARTS**

Each unit is made up of lessons. Each lesson helps you learn a new idea in the unit. The lessons are divided into parts. Each part makes up one day’s work.

**SHOW**

“Show” lessons are places in the unit that focus on your project. They give you a chance to show what you have
learned so far and help you make progress on your project. You can check to see where you are in the project and how your work will be scored.

UNIT QUIZ

At the end of every unit, a unit quiz checks your understanding of all the concepts from the unit. Some questions will be scored by the computer, and some will be marked by your teacher.

In lower grades, the Learning Guide will need to help Grade K and Grade 1 students by reading assessments aloud in cases where Text-to-Speech is not available and taking dictation to submit students’ answers online or helping them to upload responses completed using paper and pencil.

You can view the following video to learn more about what you will find in a course.

Please go online to view this video ▶

WHAT YOU WILL FIND IN A LESSON

At the beginning of each lesson, you will see a lesson title and part number at the top of the screen. You will also see resource buttons to the right of the screen. These resource buttons will identify what you will be working on for your project (if applicable) and will also include lesson objectives, books and materials, assignments, as well as the ability to use Text-to-Speech and print the lesson.
RESOURCES BUTTONS
Here’s what each resource button will include:

- **Project** – The Project button provides a short description of the project you are doing as part of the lesson.

- **Objectives** – Objectives are statements that describe what you will be learning. The objective will be your goal for the lesson across all lesson parts.

- **Assignments** – The Assignments list highlights the lesson’s work at a glance. This list includes reading assignments, labs, activities, and exercises.

- **Books & Materials** – All books and materials needed for the day’s lesson are listed here. You may find it helpful to review this list before each day’s lesson part.

- **Standards** show how each lesson is aligned with national or state standards.

- **Text-to-Speech** will read the page text aloud or allow you to look up the definition of a word that appears in the lesson.

- **Print** allows you to print the lesson, unit, or course you are currently viewing.

You can view the following video to learn more about what your course and lessons will look like.

Please go online to view this video ▶

COLORS AND CARD TYPES
COLORS
Each lesson card is color-coded.

- **Green** refers to Learn sections.

- **Purple** refers to Use sections.

- **Orange** refers to Project/Show sections.
CARD TYPES

All content in a lesson part is laid out as a series of cards. Each card indicates a distinct activity that you will do as part of your daily work. Here are the different types of cards:

**Collaboration** is a way you can share information, data, or projects with other Calvert students in your school. Calvert uses an online collaborative tool to allow you to chat with other students in the classes in specifically designed lessons.

**Final Project** cards will be a place to showcase what you have learned at the end of your project. You can be creative and submit audio, images, or video from your computer or from your mobile device.

**Interactive Activities** are fun digital tools that will help you learn more about a topic. Interactive Activities are digital activities that may include virtual labs, simulations, videos, and more.

**More to Explore** is additional content that can help you either learn more about a concept or help you understand a new concept. More to Explores can include videos, additional readings, or digital activities that help you apply knowledge of a concept a different way.

Some projects are designed to be completed one piece at a time. **Project Progress** cards provide the opportunity to share pieces of project work for feedback in advance of pulling all the pieces together for the final Show.

**Quick Checks** are short assessments that will help you clarify what topics you have mastered and what concepts you may need to review. After you complete a Quick Check, you will be given the correct answer and a resource to help you review the concept in a new way.

We want to check in with you to see how you're feeling about your lessons. **Rate Your Enthusiasm** will appear periodically after your lessons, so you can give us real-time feedback during your course.

We want to check in with you to see how excited you are to begin a project. **Rate Your Excitement** will appear periodically after your lessons so you can give us real-time feedback while you complete each course.
We want to check in with you to see how you are progressing through your project. Rate Your Progress will appear on some of the days you are working on a project so you can let us know where you are in the project and how things are going.

We want to check in with you to see how ready you feel for the course. Rate Your Readiness will appear in lessons in the Getting Started unit.

We want to check in with you to see how you are understanding each lesson part. Rate Your Understanding will appear periodically after your lessons so you can give us real-time feedback while you complete each course.

At the end of every unit, we provide a Unit Quiz where you will be assessed on your understanding of all the key concepts learned in that unit. The concepts that are tested are based on the key standards identified by your state.

Each lesson has a Use for Mastery assessment. These open-ended response questions help assess how well you understood the lesson concepts. The 'Use For Mastery Guidelines & Rubric' below each question will provide helpful information on how and what to submit for your response. You may be asked to type into a text box or upload a document.

You can complete our course using a fully online approach with access to a computer or with a hybrid approach, with the help of printed materials. When online, you can use our content in one of two ways:


2. If you are viewing the Calvert product through your school's LMS, please contact your school for how to get access.

Please review our Technology Requirements to make sure your computer is set up to allow full access to our courses.
SUGGESTED DAILY SCHEDULE

The following is a suggested daily schedule as it displays in CTN. Although each subject can be studied in a designated order, know that you can adapt the schedule and pace to meet your individual educational needs.

A complete course is planned for an average school year of about nine months. There are 160–180 daily lesson parts in a course. The number of lesson parts and tests for individual subjects will vary based on the amount of material that must be covered in the course during the school year.

Each day, we recommend that you spend approximately 120-150 minutes in grades K-2 and 100-120 minutes in grades 3-8 on English Language Arts, 45 minutes on Math, 45 minutes on Science, 45 minutes on Social Studies, and 30 minutes reading independently.

You can view the following video to learn more about the Suggested Daily Schedule.

Please go online to view this video ▶

KNOW YOUR ROLE

ROLE OF THE LEARNING GUIDE

The Learning Guide is a responsible adult (usually a parent) who guides the student through his or her academic journey.
Your certified school teacher directs the instruction, determines the pacing, and makes decisions for intervention and enrichment. However, the Learning Guide has an essential role in helping you on the road to academic success.

The Learning Guide has access to the all the course materials. Additionally, teacher-specific instructions (Teaching Notes) written specifically to the Learning Guide or instructor give information, directions, and suggestions for leading you through a lesson.

When Teaching Notes are enabled, teacher-specific instructions for a card will appear just below that card.

You can view the following video to learn more about the role of Teaching Notes and the Learning Guide.

Please go online to view this video ▶

ROLE OF THE STUDENT

While the lessons in this curriculum are written to you, the student, that does not mean you are expected to work completely on your own. Keep in mind that your Learning Guide is here to support and help you. You and your Learning Guide will work as partners. Together you will decide which assignments you will work on independently and which you will do jointly. During the course, there will be times when you will be directed to read a selection aloud for your Learning Guide, share information you have learned, or take part in a discussion.

When working on your own, ask for your Learning Guide’s assistance if you have any questions or if directions do not seem clear. You should also check with your Learning Guide before linking to any of the websites listed in the lessons or activities.

ROLE OF THE CALVERT SUPPORT STAFF

At Calvert, we understand the importance of having support when you need it. We offer many resources to help you along the way. If you have a question about our curriculum, our Education Counselors are available to help you Monday through Friday, 9:00 a.m. to 5:00 p.m. Eastern time, by phone at 1-888-487-4652, or email at support@calvertservices.org.

RATE YOUR READINESS

Please go online to view and submit this assessment.
PRINT VS. DIGITAL EXPERIENCE

If you plan to do this course exclusively online, you will have access to all the course material digitally.

If you are going to complete some of this course offline, you might have already received a printed version of our lesson manual. If not, you can print at any time using our Print-On-Demand functionality. Using this functionality, you can print a single lesson, an entire unit, or the entire course.

Print-On-Demand does not print the textbooks that you will need as part of your course. Please contact your school directly to have the textbooks shipped directly to you.

As part of your project work or assessment, you may be required to submit a file, image, or video to your teacher. To do this, you will need access to a computer and a camera-equipped mobile phone.

WORKSHEETS

If you are working in the print version of our lessons, all the worksheets that are needed to complete the course are provided in the Appendix as part of the printed packet. Otherwise, PDFs of all worksheets will be linked to the individual lessons. You will need Adobe Reader® to use these worksheets. Most of these worksheets are fillable and you can use your computer keyboard to type directly in them and save them on your computer.

NOTEBOOKS AND JOURNALS

You may be directed to use a notebook or journal throughout this course. Journals should be used to reflect on your learning and can serve as a single place for notes and information as you move through the course. You can take notes in your physical notebook or even digitally by using an application such as Evernote®.

- In English Language Arts, this will be referred to as ELA Journal.
- In Social Studies, this will be referred to as Social Studies Journal.
- In Science and Math, Science Notebook or Math Notebook will be the preferred name.
ONLINE ACTIVITIES

Your course may include interactive digital activities, videos from publishers such as YouTube®, virtual simulations, virtual labs, and digital assessments that cannot be completed without going online.

READING LOG

You will be asked to keep a Reading Log for your ELA course. You should be working to read at least 20-30 pages, or 30 minutes per day in addition to the books in your ELA course. Your Reading Log is a great way to see how much you have read and the kinds of books you enjoy reading. To create your Reading Log, make a table that contains the book’s title, author, number of pages, and the dates you were reading the book. Use your Reading Log to select a variety of genres and authors. Remember to keep your Reading Log up to date all year long, since you will refer to it in some of your lessons. To find texts to read outside of your classwork, you can use independent reading resources, or visit your local library and ask your librarian.

TEXT SELECTIONS

You can find more information about some texts you will read in your course in the text selection rationales. As you select texts to read independently, find books that have similar challenges to what you are reading, as well as finding books of different genres and topics. Use your Reading Log to create a balanced reading life!

DISCUSSIONS

It is important that you discuss your thinking and learning with your Learning Guide and others. When you discuss your learning, you increase your thinking and learn even more! Discussing requires you to both speak and listen. For some suggestions about effective discussion, visit these speaking and listening resources.

WRITING ASSESSMENT

You will find writing assignments that will ask you to receive feedback from your Learning Guide based on Writing Rubrics throughout the course. Use this feedback each time your writing is assessed in this way to improve your writing skills!
BOOKS AND MATERIALS

STORIES IN THE ELA TEXTBOOK

Stories that are used in your ELA lesson are underlined. We refer to this as hyperlinking. Clicking directly on the link opens a new browser window. Click on “Open in new window” to open the hyperlinked book title directly in your browser. You can then navigate to different pages of your book using the navigation options.

1. Click on the hyperlink to open your e-book.

A new browser window will open with a prompt to “Open in new window.” Click on this prompt.

2. Your e-book will open on the correct page.

3. Use the buttons at the bottom of your browser window to navigate through your e-book.

TEXTBOOK AUDIO CAPABILITY

You can also enable Audio Read-Aloud capability for your ELA material by clicking on the “play” icon (the white triangle inside a gray circle) located in the upper left of the text. You will need an active internet connection and working speakers on your computer.
POEMS IN THE ELA TEXTBOOK

Poems that are used in your ELA lessons are not underlined (hyperlinked). Poems cannot be linked to directly. Instead, the book title is hyperlinked. Clicking directly on the link opens a new browser window. Click on “Open in new window” to open the hyperlinked book title directly in your browser. You can then navigate to different pages of your book using the navigation options.

1. Click on the hyperlink to open your e-book.

2. A new browser window will open with a prompt to “Open in new window.” Click on this prompt.

3. The link will open at the beginning of the unit. However, the name of the unit is not identified. Following the directions from the lesson, you will need to locate the poem.

4. Using the left navigation, click on the triangle next to one of the volumes to find your unit.

5. Click on the triangle next to the correct unit, then click on the triangle next to Poems.

6. Click on the assigned poem.
BRAINPOP®

Calvert Learning is pleased to offer BrainPOP®, an engaging web-based interactive program that supports the core curriculum. BrainPOP® activities include animated video tutorials, interactive activities, and assessments that provide a rich, multisensory experience designed to improve learning. These research-based activities were developed in accordance with national and state academic standards. These engaging activities are accessed through the online course. When a BrainPOP® activity is appropriate for a lesson, the link is located with the online lesson for that day. Click on the link, and you will be directed to the instructional activities.

ADDITIONAL MATERIALS

We have included many resources designed to provide additional help and support as you complete your course. These supplementary resources are provided to you in the appropriate lessons as downloadable PDFs that you can print as needed.

Your course may also use these materials that are commonly found throughout your home.

Please go online to view this video ►

☑️ RATE YOUR READINESS

Please go online to view and submit this assessment.
Unit 1 - Generations
Have you ever thought that you have something to share? Something you know as a young person that you could teach adults? Often we hear that "adults know best." But do they know it all? In this unit, you will read many texts that explore this idea. You will form your own perspective about what generations can teach each other.

A generation means a group of people that were born at about the same time. You are of one generation, and your grandparents are of another generation. Your work in this unit will ask you to think about how generations learn from one another – not just younger learning from older, but the other way too!

Watch this video in myPerspectives Unit 1: Generations, Unit Introduction and think about what one generation might learn from another. Write some ideas in your ELA Journal.

In a moment, you are going to read "Grounded." "Grounded" is an example of a nonfiction narrative text, or a type of writing in which the author describes an experience using many details and events in a story. Before you read the text, read the text under Nonfiction Narrative Model: Purpose of the Launch. "Grounded" will help you prepare for some of your writing in this unit. Now, read in myPerspectives Unit 1: Generations, Unit Introduction and think about the following questions:

How did the author feel about the event at the time?
How does the author convey her experience?

After you have read "Grounded," complete the Summary activity in your ELA Journal. Finally, write a one-paragraph answer to the question: In what situations can one generation learn from another? Use details from your reading and the video today to support your opinion.

Objectives
To analyze and contrast characters' perspectives within a short story
To retell a story from another character's point of view

Books & Materials
Grounded in myPerspectives
Computer
ELA Journal
Large piece of paper & markers for drawing

Assignments
Read "Grounded."
Read Two Kinds by Amy Tan.
Complete Close Read and Analysis activities.
Complete Writing to Sources activity.
Write a paragraph about how characters shape each other.

TEACHING NOTES
Have you ever thought that you have something to share? Something you know as a young person that you could teach adults? Often we hear that “adults know best.” But do they know it all? In this unit, you will read many texts that explore this idea. You will form your own perspective about what generations can teach each other.

LEARN ABOUT...

PIANOS

You are going to be reading part of a novel that involves a person who plays the piano. Before you do so, read this article, “Music for Kids: The Piano,” to help you learn more about this musical instrument. The article is organized by bold topic headings. Use these to stay focused on the various topics in the article. This is a strategy you may use with other texts that are similar. After you read this article, you should know more basic information about the piano.

After you read, see if you can answer these questions about the piano:

1. True or false: The piano is one of the world's most popular musical instruments.
2. What was the first keyboard instrument?

TEACHING NOTES

Your student will be reading a background article about the piano here because later in the lesson your student will read part of a novel involving a person who plays the piano. Your student can use the bold topic headings in the article to stay focused on the main idea of each section. After reading this article, your student should know more about the piano.

1. True or false: The piano is one of the world's most popular musical instruments. (true)
2. What was the first keyboard instrument? (the organ)
A generation means a group of people that were born at about the same time. You are of one generation, and your grandparents are of another generation. Your work in this unit will ask you to think about how generations learn from one another – not just younger learning from older, but the other way too!

Watch this video in myPerspectives Unit 1: Generations, Unit Introduction and think about what one generation might learn from another. Write some ideas in your ELA Journal.

In a moment, you are going to read “Grounded.” “Grounded” is an example of a nonfiction narrative text, or a type of writing in which the author describes an experience using many details and events in a story. Before you read the text, read the text under Nonfiction Narrative Model: Purpose of the Launch. “Grounded” will help you prepare for some of your writing in this unit. Now, read Grounded in myPerspectives Unit 1: Generations, Unit Introduction and think about the following questions:

- How did the author feel about the event at the time?
- How does the author convey her experience?

After you have read “Grounded,” complete the Summary activity in your ELA Journal. Finally, write a one-paragraph answer to the question:

- In what situations can one generation learn from another? Use details from your reading and the video today to support your opinion.

## TEACHING NOTES

### POSSIBLE RESPONSES TO “GROUNDED” TEXT

- How did the author feel about the event at the time? The author felt excited about the party in the beginning of the text. She noted this by saying, “My parents had grounded me for the weekend of Luisa’s party, easily the social event of the season. No way was I going to miss it.” Towards the end of the evening, she feels regret about sneaking out against her parent’s will and involving her grandmother in the lie. “At that moment I wouldn’t have minded getting out and going back home. I felt bad about Grandma. I felt bad about disobeying my parents.”

- How does the author convey her experience? The author conveyed her experience by creating a narrative nonfiction text. She conveyed her experience by retelling the events of the night by sharing her thoughts in detail and the conversation she had with her grandmother. She also noted how she and her grandmother learned from each other, saying “But it was clear that Grandma and I could still learn a lot from each other.”

- The narrative “Grounded” focuses on the narrator’s relationship with her grandmother. The grandmother used to sing in a band and likes to drive her red convertible and sing, a throwback to her youth. However, the narrator’s parents are concerned that it is no longer safe for Grandma to keep driving at her age. The narrator worries about this because she knows how much driving means to her grandmother. She feels a parallel between herself and her grandmother, wanting to go their own ways but being dragged back by her parents. Finally, she tells the suspenseful story of a time she was grounded but tried to get around it by having her grandmother drive her to a party.
COMPREHENSION

MAKING CONNECTIONS: TEXT-TO-SELF

Good readers make connections to the texts they are reading. Good readers are aware of how certain topics remind them of similar experiences in their own lives. They use this prior knowledge to help them understand what they are reading.

As you read *Grounded*, think about your own experiences with your grandparents or stories you may have heard about other people and their grandparents. Think about lessons that grandparents teach to younger generations.

When a text reminds you of moments in your own life, you are making *text-to-self connections*. Practice making these connections by completing the following sentences in your ELA Journal.

- This text reminds me of...
- An experience I remember about my grandparent is...
  - (or) A story I have heard about grandparents is...
- A lesson I have learned from a grandparent is...
  - (or) A lesson I heard about that was taught by someone’s grandparent is...
- Reading this text makes me feel...

In the future, think about how a text reminds you of your own experiences. Think about how the experiences are the same or different. Think about how the experiences made you feel.

TEACHING NOTES

Encourage your student to make text-to-self connections by asking the following questions:

- What does the text remind you of?
- Has something like this ever happened to you?
- What are your feelings when you read this?

VOCABULARY

INTRODUCTION TO WORD SOLVING STRATEGIES: WHAT DO YOU ALREADY KNOW?

Let’s think about what you already know about word solving strategies. As you read, you are sure to come across unfamiliar words in the text. How do you figure out the meaning of these words as you read? How many different strategies can you identify to help decipher the meaning of unknown words? You will make a list of these strategies, explain when to use them, and practice utilizing these strategies.
On a big piece of paper, draw the following chart. Label it “Word Solving Strategies.”

<table>
<thead>
<tr>
<th>Word Solving Strategy</th>
<th>How to Use Strategy</th>
<th>When to Use Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think about the following questions and complete the chart with your Learning Guide. Hang your chart where it can be easily seen and referenced.

- What do you do when you are reading and you don’t know a word?
- What strategies are you already good at?
- What helps you remember words?
- Where can you look to find definitions of words you don’t know?
- Is it ok to skip a word if you don’t know it?

Practice using some of the strategies you already know to define these words from *Grounded*.

- independence (p. 4)
- circumstances (p. 9)
- quizzically (p. 11)

Add your new words to a word wall, and display the word wall where it can be easily seen and used. Use your new words in writing and speaking.

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**TEACHING NOTES**

Help your student answer the questions and complete the Word Solving Strategies chart. Hang the chart where it can be easily seen. Your student’s chart might look something like this:

<table>
<thead>
<tr>
<th>Word Solving Strategy</th>
<th>How to Use this Strategy</th>
<th>When to Use this Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context clues</td>
<td>Look for clues about a word’s meaning.</td>
<td>When an unknown word keeps me from understanding the text.</td>
</tr>
<tr>
<td>Using text features</td>
<td>Look at illustrations, diagrams, etc. in the text that are related to a word.</td>
<td>Usually in nonfiction texts when there are text features present.</td>
</tr>
</tbody>
</table>
Help your student use one or more of the strategies he or she identifies to solve the meaning of each word from *Grounded*. Your student should produce definitions similar to these:

- *independence* - freedom
- *circumstances* - the situation a person is in
- *quizzically* - questioningly or confusedly

When your student is done, he or she should start a word wall and add the new words to the word wall. Display the word wall where it can easily be seen and used. Encourage your student to use the new words in writing and speaking.

Were you able to identify the emotions the author exhibited in the text and the lessons that one generation can learn from another? Take a moment to reread the text to find the words that express emotion, or note lessons learned.

In this part, you began thinking about the topic of generations learning from one another. You also practiced writing a summary and an opinion statement. In the next part, you will begin reading *Two Kinds*, a story about a mother and daughter facing conflict across generations.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Two Kinds - Part 2

Objectives
- To analyze and contrast characters' perspectives within a short story
- To retell a story from another character's point of view

Books & Materials
- Two Kinds by Amy Tan in myPerspectives, Unit 1: Generations, Whole-Class Learning
- Computer
- ELA Journal
- Index cards or sentence strips

Assignments
- Read "Grounded."
- Read Two Kinds by Amy Tan.
- Complete Close Read and Analysis activities.
- Complete Writing to Sources activity.
- Write a paragraph about how characters shape each other.

LEARN

GRAMMAR

COORDINATE ADJECTIVES

STEP 1
You have been reading to understand the significance of events in a novel excerpt. Authors use adjectives to add details to events. These adjectives can help you understand the tone of a story. The author is careful to punctuate certain pairs of adjectives correctly.

Read this sentence from “Two Kinds.”

But my mother's expression was what devastated me: a quiet, blank look that said she had lost everything.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. Look at the fourth chunk. What do you notice about the punctuation?

Do you know why the author put a comma between the two adjectives on this chunk?

The adjectives quiet and blank are coordinate adjectives. The adjectives separately modify the noun look. When an author uses coordinate adjectives, he or she has to separate them with a comma.

Coordinate adjectives are different from cumulative adjectives. Cumulative adjectives don’t separately modify the noun. The adjective right before the noun creates a unit with the noun. The adjective before that modifies the whole unit.

Here is an example of a sentence using cumulative adjectives:

Jing-mei's mother dragged her over the old wool rugs.
The adjectives *old* and *wool* are cumulative adjectives. The adjective *wool* modifies *rugs* to form a unit. The adjective *old* modifies the unit “wool rugs.”

One way you can tell the difference between coordinate and cumulative adjectives is to try to rearrange the adjectives. In today’s sentence, you can rearrange the adjectives and the meaning is the same. This shows that the adjectives are coordinate adjectives.

Rearranging *old* and *wool* in the second sentence is awkward. You wouldn’t say “the wool old rugs.” This shows you that they are cumulative adjectives.

The author uses coordinate adjectives to describe the Jing-mei’s mother’s look. Having rules for using more than one adjective allows the author to stack up descriptions and add meaning to the sentence. Read today’s sentence again. What is the effect of the coordinate adjectives?

**Step 4**

You can use coordinate adjectives in your own writing. When you do, you need to make sure you punctuate them correctly. One trick you can use is to try adding the word *and* between two adjectives. If the phrase with *and* makes sense, the adjectives are coordinate and need a comma between them. If the phrase doesn’t make sense, the adjectives are cumulative and shouldn’t have a comma between them.

Try it with today’s sentence. You can say “It was a quiet and blank look.” This makes sense. It shows you that the adjectives are coordinate.

Read these sentences. Add commas to the sentences with coordinate adjectives:

- When she was young, Jing-mei watched Shirley Temple sing cute sailor songs.
- Jing-mei liked to imagine she was a dainty delicate ballerina.
- Jing-mei pictured herself as Cinderella stepping out of her fancy enchanted carriage.
- When she looked in the mirror, Jing-mei saw a sullen willful girl.

How did you figure out which pairs of adjectives needed commas? How can this trick help you when you write?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- But
- my mother’s expression was
- what devastated me:
- a quiet, blank look
- that said
- she had
- lost everything.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again.
The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that the narrator’s mother had a look on her face that showed how the narrator’s performance had negatively affected her. The narrator feels terrible about it.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The word *that* is a relative pronoun. It connects a relative clause modifying the mother’s look. It gives details that describe the look. These details help me understand why the look was so devastating.

Your student may make more observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: What part of speech is the word *that*? How does it function in the sentence? What kind of clause does *that* connect to the rest of the sentence? What does the clause help you understand?

**Step 3**

*Answer:* There is a comma between the adjectives

Your student should recognize that these are coordinate adjectives. Coordinate adjectives are two adjectives of equal weight used to describe the same noun.

*Possible response:* The effect is that I feel the mother’s disappointment and sadness. The adjectives on their own wouldn't be as strong. They work together to help me picture how she is looking at Jing-mei after the concert.

**Step 4**

*Answers:*

- When she was young, Jing-mei watched Shirley Temple sing cute sailor songs. (no comma)
- Jing-mei liked to imagine she was a dainty, delicate ballerina.
- Jing-mei pictured herself as Cinderella stepping out of her fancy enchanted carriage. (no comma)
- When she looked in the mirror, Jing-mei saw a sullen, willful girl.

*Possible response:* I tried putting the word *and* between the adjectives. If it made sense, I knew to add a comma because the adjectives are coordinate adjectives. This can help me in my own writing when I am describing things with adjectives. I can stop and think about whether I am using coordinate or cumulative adjectives so I can punctuate them correctly. I can pause and try adding *and* between my adjectives to see if I should include a comma.

**Extension**

You might extend the above activity with your student by doing the following: Have your student read this sentence:

> But my mother’s expression was what devastated me: a quiet, blank look that said she had lost everything.
Then say, "In this sentence, the author uses coordinate adjectives to describe the look on Jing-mei's mother's face. When you use coordinate adjectives to modify a noun, you should be careful to include a comma. Write two sentences about "Two Kinds." Use coordinate adjectives in one sentence. Use cumulative adjectives in the other sentence. Make sure you punctuate the adjectives correctly."

Your student might write sentences like these:

- Jing-mei practices her careful, fancy curtsy.
- For her concert, Jing-mei wears a large pink bow in her hair.

Check that your student includes a comma between the coordinate adjectives.

If your student struggles to write the sentences, ask him or her to list some adjectives describing something in the text. For example, your student might use these adjectives to describe the piano Jing-mei's parents buy: black, secondhand, old, scarred, upright, Wurlitzer, spinet. Then have your student choose two of the adjectives and write a sentence using them. As your student writes, have him or her pause between the adjectives and use the "and" trick to determine whether to include a comma. Remind your student that if he or she can say something like "It was an old and black piano," he or she should include a comma: old, black piano. If your student's adjectives are cumulative, the addition of and will be awkward. For example, if the addition results in something like "It was a black and spinet piano," your student will know not to include the comma.

Ask, "How does knowing how to use coordinate adjectives allow you to be more descriptive in your writing?" Possible response: I can use multiple adjectives to describe a noun. I can really paint a picture for the reader. I can do this in a way that makes the words and ideas in my sentence clear.

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**LEARN ABOUT...**

**HOW PIANOS WORK**

You are going to be reading part of a novel that involves a person who plays the piano. Before you do so, read this article, "Music for Kids: How the Piano Works," to help you learn more how about this musical instrument operates. The article has a photograph that shows the strings and hammers of a piano. Use this labeled photograph to help you understand what these parts are and how they work together. This is a strategy you may use with other texts that are similar. After you read this article, you should know more about how the piano works.

After you read, see if you can answer these questions about how the piano works:

1. What happens when you press a key on the piano?
2. How many keys does a piano have?
In this part, you will read an excerpt of *Two Kinds* by Amy Tan, a story of a young girl whose mother wants her to learn to play the piano. As you read, you will compare how the main character, Jing-mei, and her mother view the piano. Does mother always know best?

In your first read, think about the following questions and write notes about your thoughts:

- Who is this story about? What happens? Where and when does it happen? Why does it happen?
- What are the most important sections of text?

Now, read the excerpt of *Two Kinds* in *myPerspectives* Unit 1: Generations, Whole-Class Learning.

**VOCABULARY**

- lamented
- indignity
- reproach
- discordant
- squabbling
- devastated

**TEACHING NOTES**

While your student is reading, assess his or her fluency. As your student is reading, have your student read a section aloud. Ensure his or her rate of reading shows they are making meaning of the words, and he or she is not pausing too frequently, or too long between words. Also ensure he or she is not reading too quickly as to not grasp the meaning.

If your student has difficulty understanding all the words in the text, have him or her read on and see if it patches up his or her understanding. There are many footnotes throughout the text that give definitions of words your student may not know; encourage him or her to use the footnotes. Scenes in this book are broken by a text feature of three stars. Ensure your student understands that time passes between paragraphs where he or she sees the three stars.
After you have finished reading, complete the Making Meaning activity: Comprehension Check. Write the answers to the questions in your ELA Journal. In order to create your storyboard, you may wish to use an online resource (such as Storyboard That), or you may wish to complete it by hand. Take some time to understand how the website works, and make a storyboard that reflects the most important events.

Now, complete all activities in the Comprehension Check in myPerspectives Unit 1: Generations, Whole-Class Learning.

TEACHING NOTES

POSSIBLE RESPONSES TO THE COMPREHENSION CHECK

1. She pressures her daughter to become a child prodigy. First, she pressures her daughter to become an actress. Next, she pressures her to learn facts in order to appear on television. Then, she pressures her to become an accomplished pianist.

2. The mother exchanges house cleaning services for piano lessons from Mr. Chong, a retired piano teacher who lives in their apartment building.

3. The narrator practices as little as she can for the talent show. She purposely makes no effort, and because Mr. Chong is deaf and cannot hear how well she is playing, he does not notice.

4. The narrator’s piano performance at the recital is terrible, and no one applauds except for Mr. Chong. The daughter expects her mother to be angry because she was so poorly prepared. Instead, the mother shows only a quiet, blank look that said she had lost everything.

5. The mother gives the daughter the old piano. The daughter has it tuned and plays the same song that she played at the talent show.

Notebook: Answers will vary. Storyboards should include these events: In China, the mother’s twin daughters die. She comes to America. She pressures her daughter to become a prodigy (first an actress, then a whiz kid, then a pianist). She exchanges housecleaning for piano lessons. The daughter resists her mother’s pressure. At a talent show, the daughter plays a piece badly because she did not rehearse enough. The mother and daughter have a fight about their expectations. The daughter disappoints her mother in other ways. The mother gives the piano to the daughter once she becomes an adult.

After you have completed all activities in the Comprehension Check, review your answers. How did you do? Take the time now to reread any part of the story you did not fully understand. Good readers use rereading as a strategy when they did not understand text well the first time.

After you have reread any passages, complete the Concept Vocabulary in your ELA Journal. You do not need to complete the practice questions. Then, read the information in Word Study, and write the definitions in your ELA Journal.
In this part, you completed a first read of *Two Kinds*. In your first read, you wrote about story elements:

- who the story is about, or characters
- what happens, or plot
- where and when it happens, or setting

You used these story elements to create a storyboard, to show your understanding. You learned that rereading is a strategy to help increase your understanding. Finally, you studied words the author used to show the conflict between two characters. In the next part, you will dive deeper into the text to understand the cause of this conflict.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you completed your first read of Two Kinds in myPerspectives Unit 1: Generations, Whole-Class Learning. You learned that the narrator is having a conflict with her mother by examining their perspectives. This was an example of conflict between generations. Now, you will reread sections of the text and take a closer look at the conflict between Jing-mei and her mother. Think about what the text is saying about how generations teach one another.

Now, you will complete the Making Meaning: Close Read The Text activities that are listed in the margins of the story. To complete each activity, you will need to reread small sections of the text:

- Paragraphs 4–5
- Paragraphs 18–19
- Paragraphs 32–33
- Paragraph 54

Good readers reread short sections of text using multiple lenses to gain a deep understanding. When you close read, you unlock all the meaning an author puts into his or her writing. If you need help, refer to the model for close reading the italicized text in paragraph 10. You may complete these activities in your ELA Journal, in a copy of the text if you have one, or in an online notebook (such as www.evernote.com).

Now, complete all of the Close Reading activities in myPerspectives Unit 1: Generations, Whole-Class Learning.

Your student should reach the following conclusions:

Paragraphs 4–5: The author’s decision to include the Chinese term creates tension. The narrator’s mother is putting a lot of pressure on her daughter to succeed as an American by having her act like someone whom she thinks epitomizes what it means to be American: Shirley Temple. The fact that the mother’s urging is in Chinese is significant because it reminds readers that she is a Chinese immigrant—one who wants to achieve success in America through her daughter.

Paragraphs 18–19: The choice to include the shifting emotions allows the reader to understand that the narrator has undergone a change and is maturing as an individual. The narrator begins to believe in herself and is defiant—she’s no longer the person who will try so hard to please her mother.
Paragraphs 32–33: The punctuation in these paragraphs underscores the divide between the strong-willed mother and her equally strong-willed daughter. Both are firmly set in their beliefs and positions, and they are emotional about them to the point of shouting.

Paragraph 54: The descriptions relate a change that occurs over the course of the recital. As the recital begins, the narrator is captivated by the moment and feels positive. But then things change as her performance falters, and by the end, she is aware of her failure. The author shows the change by using descriptive words at key points.

Quick Check

Please go online to view and submit this assessment.

More to Explore

Perspective is how a character views an event based on their experiences and emotions. Perspective is also often called point of view. To learn more about point of view, watch the BrainPOP video: Point of View (4:46).

Interactive Activity

Now you are on your way to deep understanding! You have noticed how the author has used italics and punctuation to reveal how the characters speak to each other. This technique is used to emphasize the conflict in the relationship between the characters. Good readers return to the text often to find details like this.

Now, you are going to have a chance to develop your own perspective. Good writers always support their opinions and perspectives using evidence from the text. Evidence may be quoted or paraphrased, as long as concrete examples support your opinion.

- *Quoted evidence* uses the author’s words and gives them credit with quotation marks. If you need to review how to use quotation marks, watch the video How to Use Quotation Marks (03:14).
- *Paraphrased evidence* is the author’s ideas in your own words.

Please go online to view this video ▶
Find the **Making Meaning: Analyze the Text** activities. Write the answers to these activities in your ELA Journal. Be sure to include evidence for each opinion from the text. Challenge yourself to use a combination of quoted and paraphrased evidence.

Now, complete the **Analyze the Text** activities in *myPerspectives* Unit 1: Generations, Whole-Class Learning.

### TEACHING NOTES

**ANALYZE THE TEXT POSSIBLE ANSWERS**

1. Both mother and daughter are strong-willed. The mother is more idealistic, believing that all things are possible. The daughter is more realistic, believing that one must accept restrictions in real life. (b) The daughter believes she can never meet her mother’s expectations, and the mother is angry because the daughter refuses to try.

2. Some students may respond that no one wins. The mother never achieves the life she wants for her daughter, and the daughter doesn’t develop the self-esteem she might have had if she had followed her mother obediently.

3. The mother pushed her daughter too hard. The mother’s efforts backfired. Her daughter believed she would never be good enough and stopped trying.

4. Students might point out that the story shows that people of different generations can learn from the ways that each other acts under pressure and tries to influence each other.

Today, you learned that close reading is rereading short sections of text using different lenses to gain deep understanding. You used your understanding to write opinions and you supported your opinions with evidence. Next, you will analyze the characters’ points of view based on their traits, motivations, and perspectives.
Previously, you completed a close read of *Two Kinds*. You learned that the author uses different techniques to highlight the perspectives of characters in the text. During your close read you examined how terms, emotions, punctuation, *italics*, and quotes provide you with a deeper understanding of the characters. These are key components that help you analyze the characters’ points of view, or the perspective that is used to tell a story. Think about how the characters react to events and conflicts in the story.

Today you will learn why an author might choose to use first-person point of view when writing a story. You will also complete the **Making Meaning: Analyze Craft and Structure** activities. To complete this activity, you will reflect on what you know about the characters so far and close read a small section of the text.

Before you begin reading, take a moment to review the impact of writing in the first-person.

- Creates an emotional appeal or connection for readers.
- Creates direct access to the narrator’s thoughts and feelings.
- Places the reader in the middle of the text.
- Allows the reader to see and experience the growth and development of the character.

Good readers notice details about the character to get a better understanding of how they respond to situations in the text. Jot down your thoughts about the characters in your ELA Journal, on a copy of the text if you have one, or in an online journal (such as [www.evernote.com](http://www.evernote.com)).

- How does Jing-mei think, act, and speak?
- What emotions or goals cause her to act the way she does in the text?
- Why did the author choose to write in first person?

Now, review *Two Kinds* in *myPerspectives* Unit 1: Generations, Whole-Class Learning, paying special attention to moments where Jing-mei’s emotions are revealed by the author. Reread paragraphs 24–28.

After you have finished reading, complete the **Making Meaning: Analyze Craft and Structure** practice activities.
TEACHING NOTES

ANALYZE CRAFT AND STRUCTURE PRACTICE POSSIBLE RESPONSES

1. Answers will vary. Your student might describe the daughter as rebellious, insecure, proud, arrogant, funny, and/or undisciplined.
2. The mother wants to inspire her daughter to be the best while the daughter wants her mother to accept less.
3. The mother’s high expectations make disappointment inevitable; the daughter’s perspective leads to feelings of guilt and resentment.
4. (a) The story is told from the daughter’s first-person point of view. (b) She uses first-person pronouns—I, me, my—and describes her own thoughts and feelings about the events in the story.
5. If the mother were the narrator, the story would focus on her thoughts and feelings instead of the daughter’s.

ANOTHER WAY
IDENTIFYING CHARACTER TRAITS

If you find it challenging to identify the daughter’s character traits, you can go back to the novel excerpt and look for how she reacts to events and conflicts. Find two or three events or conflicts in the text. How does Jing-mei react? What does she say? What actions does she take?

You can make notes on each event and how she reacts. Then look at your notes. How can you describe the ways Jing-mei reacts? What kind of person reacts the way she does? The words you use to answer those questions will reveal her character traits. You can then go back and write those traits in the diagram.

TEACHING NOTES

If your student is struggling to identify character traits to describe Jing-mei, have him or her return to the novel excerpt. Have your student find two or three events or conflicts in the text. Then have him or her find the evidence that shows how Jing-mei acts or what she says in response to these events or conflicts.

Have your student write a few notes on each event or conflict and Jing-mei’s reaction. For example, your student might make these notes:

- When her mother gives her tests, Jing-mei pretends to be bored and tries to make her mother give up on her.
- When Jing-mei learns that Old Chong’s eyesight keeps him from noticing her wrong notes, she doesn’t correct herself and allows him to think she’s playing correctly since she’s still in rhythm.

Your student might then consider these reactions and say that these show actions by a rebellious or undisciplined person. Your student can add these words to the diagram. Have your student continue looking for events and reactions in this way as needed to complete the rest of the diagram.
You are developing the skills that will help you read and see stories through the lens of different characters. Recognizing a character's traits helps you better understand their perspective and motives for acting or responding in a certain way with other characters in the text.

If you need to review point of view, watch the BrainPOP video: *Point of View* (4:46).

Now you are going to explore how nouns and pronouns are used throughout the text. Complete the **Language Development: Conventions** activities.

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**TEACHING NOTES**

**NOUNS AND PRONOUNS**

- A common noun names a person, place, thing, or idea.
- A proper noun names a specific person, place, or thing.
- A possessive noun shows ownership.
- A personal pronoun takes the place of a noun or several nouns named elsewhere in the text, referring to a specific person or thing.
- A possessive pronoun shows possession or ownership.

Generally, the rules for apostrophes include:

- Singular nouns: Add ‘s
  - The woman's hat
  - The cat's tail
  - Tess's favorite song
- Plural nouns: Add ‘s unless the noun is plural, meaning more than one. If the noun is plural, then just add an apostrophe.
  - women's restroom
  - mice's feet
  - four carpenters' tools
  - three bears’ den

**READ IT AND WRITE IT POSSIBLE ANSWERS**

**Read It**

- Proper nouns: “Anitra’s Dance” and Grieg; common nouns: girl, encore, and song.
- Possessive noun: Anitra’s.

**Write It**

1. When the daughter performed, her playing was sloppy.
2. My father listened patiently, although he did not want to be there.
3. The youngest children played first. Most of them were prepared.
   - Awhile after the recital, Jing-mei (proper) tells her (possessive pronoun) mother that she (personal pronoun) wishes she hadn't been born. The mother’s (possessive) face goes blank. Then the mother backs out of the room (common.)
**FLUENCY**

**Reading with Accuracy**

Great readers *read accurately*. When readers make too many mistakes on words, they are not making meaning of the text. For reading to be fluent, you need to pronounce words correctly.

Now practice reading accurately. To do this you are going to reread *Two Kinds*.

There are probably many words that you know very well and can read accurately and quickly. This is called *automaticity*. When reading different genres, you will read many words that are new to you. Rereading new words and unfamiliar texts will help you develop into a better reader.

To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Read words you know with automaticity.
4. Reread to clarify pronunciation.
5. Chunk unknown words into parts.
6. Read more and more!

Watch the following video about a Seventh Grade student who loves reading. Because he reads so much, he can read a large amount of words with automaticity.

Please go online to view this video ➤

Now you will read a few sentences from *Two Kinds*. When you get to a tricky word, try to chunk it into parts. This will help you while reading.

My mother believed you could be anything you wanted to be in America. You could open a restaurant. You could work for the government and get good retirement. You could buy a house with almost no money down. You could become rich. You could become instantly famous.

“Of course, you can be prodigy, too,” my mother told me when I was nine. “You can be best anything. What does Auntie Lindo know? Her daughter, she is only best tricky.”

Consider these questions:

- What words did you know automatically without even thinking about them?
- Were there any tricky words for you? Did you break the word into chunks to help you read them?

Look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you are going to reread *Two Kinds*. Your goal is to read the excerpt from the novel smoothly and accurately. Read paragraphs 1—11 one time through. After reading, talk with your Learning Guide about any words that were tricky for you while reading and what strategy you used to help you figure the word out. Talk to your Learning Guide about words you read with automaticity. Remember, automaticity means you read without having to really think about how to pronounce a word, and you quickly and accurately recognize words.

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide. Evaluate how you did with reading accurately.
Discuss how reading accurately helps with reading fluency because it makes it easier to understand the words and make meaning from the text.

Watch this video to listen to a 7th grader who loves to read. Discuss the importance of reading with your student. Explain to your student that the more a person reads, the more words he or she will be able to read with automaticity. Discuss the questions with your student after he or she reads the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to the text Two Kinds. Have your student read paragraphs 1—11 one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked a tricky word. Discuss what words your student read with automaticity.

Record your student reading the text two more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Have him or her identify any words pronounced incorrectly. Have your student practice those words and see if they are correct on the next reading. Look over the rubric and discuss how your student did.

If your student continues to make mistakes after rereading a few times, turn on the audio for the text. Have your student practice reading along with the audio and then practice reading without the audio a second time.

In this part, you continued your journey to understanding what one generation can learn from another by analyzing the characters’ points of view based on their traits, motivations, and perspectives. Next time, you will explore the ways creativity and imagination affect the text.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Two Kinds - Part 5

LEARN

GRAMMAR

NOUN PHRASES

Step 1

You have been reading to analyze craft and structure in a novel excerpt. Last time, you also focused on how the author uses nouns and pronouns in the excerpt. You can analyze a sentence to think about how an author builds noun phrases to add descriptive details.

Read this sentence from “Two Kinds.”

Soon after my mother got this idea about Shirley Temple, she took me to a beauty training school in the Mission district and put me in the hands of a student who could barely hold the scissors without shaking.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

You know about common and proper nouns used to name people, places, things, and ideas. An author can add modifiers to nouns to build noun phrases. This helps the author add details that help you understand the specific people, places, things, and ideas in sentences.

Your Learning Guide has divided this sentence into chunks. Can you identify all the chunks that have noun phrases on them? Look for chunks that have nouns plus articles, possessive nouns or pronouns, adjectives, or participles. Separate the chunks from the sentence and highlight the words that make up each noun phrase.

Which noun phrases include articles? Circle the articles. Which noun phrases include possessive nouns or pronouns? Put boxes around the possessive nouns and pronouns. Which noun phrases include adjectives? Underline the adjectives.

None of the noun phrases in the sentence have a participle. An example of a noun phrase with a participle is “the student’s shaking hands.” The word *shaking* is a participle. It’s a form of the noun to *shake.*
In this phrase, it’s used as an adjective to modify hands.

When you read a sentence, you can think about how words work together to make meaning. One way this happens is in noun phrases. An author uses the words in a noun phrase to help you understand the specific person, place, thing, or idea referred to in the sentence.

**Step 4**

You thought about the different parts of speech that can be put together to make up a noun phrase. A noun phrase always includes a noun. It also can include articles, possessive nouns or pronouns, adjectives, or participles.

You can think about the general functions of noun phrases as well as their functions in specific sentences.

A noun phrase can function in multiple ways in a sentence. In fact, there are 10 functions of noun phrases. Here are some of them:

- **Subject**: Performs the verb in the clause or sentence
- **Direct object**: Receives the action of a verb (answers “Who?” or “What?”)
- **Object of a preposition

Put the chunks with noun phrases back in the sentence. Think about each highlighted noun phrase. Is it functioning as a subject, a direct object, or the object of a preposition? How do you know?

Think about how you broke down the noun phrases in this sentence to understand the words that make them up. Think about how you decided the function of each noun phrase. How does this help you understand more about the author’s craft?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Soon after
- my mother
- got this idea
- about Shirley Temple,
- she took me
- to a beauty training school
- in the Mission district
- and put me
- in the hands
- of a student
- who could barely hold
- the scissors
- without shaking.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that Jing-mei’s mother wanted to take her for a haircut to make Jing-mei look more like Shirley Temple. It also means that the person who cut Jing-mei’s hair was a student and seemed very nervous about the job.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The word who is a relative pronoun. It connects a relative clause modifying the student. It gives details that describe the way the student behaves. The clause helps me picture the student and helps me understand that she is nervous.

Your student may make more observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: “What part of speech is the word who? How does it function in the sentence? What kind of clause does who connect to the rest of the sentence? What does the clause help you understand?”

**Step 3**

Your student should separate these chunks from the sentence:

- my mother (highlight whole chunk)
- got this idea (highlight “this idea”)
- about Shirley Temple, (highlight “Shirley Temple”)
- to a beauty training school (highlight “a beauty training school”)
- in the Mission district (highlight “the Mission district”)
- in the hands (highlight “the hands”)
- of a student (highlight “a student”)
- the scissors (highlight whole chunk)

**Answers:**

**Articles:**

- to a beauty training school
- in the Mission district
- in the hands
- of a student
- the scissors

**Possession:**

- my mother

**Adjectives:**

- got this idea
- to a **beauty training** school
- in the Mission district
Your student should recognize that these are coordinate adjectives. Coordinate adjectives are two adjectives of equal weight used to describe the same noun.

Possible response: The effect is that I feel the mother’s disappointment and sadness. The adjectives on their own wouldn't be as strong. They work together to help me picture how she is looking at Jing-mei after the concert.

Step 4

Answers:

Subject:
- my mother

Direct object:
- got this idea
- the scissors

Object of preposition:
- about Shirley Temple
- to a beauty training school
- in the Mission district
- in the hands
- of a student

When your student decides on the function of each noun phrase, have him or her explain how he or she knows its function. For example, for “this idea,” your student might say something like, “I know this is a direct object because it’s receiving the action. It answers the question, ‘got what?’”

Possible response: It helps me understand more about the author’s craft by making me think about how the author uses noun phrases to help me understand the specific role of every person or thing in the sentence. It helps me think about how an author can build longer sentences by using noun phrases for multiple functions.

Extension

You might extend the above activity with your student by doing the following:

Have your student read this sentence:

Soon after my mother got this idea about Shirley Temple, she took me to a beauty training school in the Mission district and put me in the hands of a student who could barely hold the scissors without shaking.

Then say, “In this sentence, the author uses noun phrases for multiple functions. She uses them as subjects, direct objects, and objects of prepositions. You can do the same thing when you write. Try building a few noun phrases of your own related to the novel excerpt. Start with a noun and add articles, possessive nouns, pronouns, adjectives, and/or participles.”

Your student might write noun phrases such as:
- the family’s new piano
• Jing-mei’s sad reflection
• a piano’s singing notes

Have your student pick one of his or her noun phrases and write three sentences using the noun phrase as a subject, a direct object, and the object of a preposition.

Your student might write sentences like these:
• The family’s new piano sat in the living room.
• Jing-mei played the family’s new piano.
• Jing-mei sat at the family’s new piano.

Have your student identify the function of the noun phrase in each sentence. In the sample sentences, the functions are in order as listed above.

Ask, “How can knowing how to use noun phrases help you be a stronger writer?” Possible response: I can add details to my writing and show more involved ideas in my writing. My writing can be more specific.

In the last part, you learned about Jing-mei’s character traits and how they impacted her point of view. Now, you will analyze how two characters can have different points of view of the same plot event. You will also have an opportunity to get creative and put a twist on the Two Kinds narrative in myPerspectives Unit 1: Generations, Whole-Class Learning.

Skim the text and think about the character traits, unique experiences, and perspectives of Jing-mei and her mother.

Now complete the Assignment activity in Effective Expression: Writing to Sources. In this activity, you will choose a scene from the story and rewrite it from the mother’s point of view. You may complete this activity in your ELA Journal or in an online journal (such as www.evernote.com).

As you prewrite, you may wish to think about the mother’s:
• Attitude and personality
• Age and previous life experiences
• Ideas about being a prodigy or genius
• Level of persistence
• Other notable differences from Jing-mei

As your student prepares to write, encourage him to choose a scene that is emotionally charged. Review point of view and perspective with your student, making sure they understand that “Two Kinds” is written from the first-person point of view. Briefly discuss the character traits and actions of both the mother and daughter. Remind your student that two people can experience the same event but come away with very different impressions about what took place, including basic facts, such as what was said, and the way something made the person feel.
**ANOTHER WAY**

**WRITING FROM A DIFFERENT PERSPECTIVE**

The story you have read, *Two Kinds*, is written in the point of view of Jing-mei. You have been asked to rewrite a scene from the story from the point of view (also called perspective) of Jing-mei’s mother. First, after rereading if you need to, and just to get practice with writing from another perspective, take a couple of minutes and freewrite from the perspective of Jing-mei’s mother, writing the way that she would probably think and talk. You may refer back to the passage as needed throughout this assignment. Then take notes about Jing-mei’s mother, focusing on the following areas mentioned in the lesson:

- **Attitude and personality:**
- **Age and previous life experiences:**
- **Ideas about being a prodigy or genius:**
- **Level of persistence:**
- Other notable differences from Jing-mei:

Next choose the scene from *Two Kinds* that you want to rewrite, rereading it carefully, then using it as you write. Rewrite the scene from the point of view of Jing-mei’s mother. Make sure that Jing-mei’s mother’s character matches the way she is portrayed in the story and in your notes and freewriting above.

**TEACHING NOTES**

Your student has been asked to rewrite a scene from *Two Kinds* from the perspective/point of view of Jing-mei’s mother. Your student may use the steps that are described above to do this. If your student has difficulty with this assignment at first, you may ask your student to act out or speak as though he or she were Jing-mei’s mother in order to come up with ideas and specifics about how Jing-mei’s mother probably thinks, talks, and acts.

In this part, you integrated what you learned about character traits and perspective to demonstrate how two generations can have different points of view. Using a variety of narrative techniques helped you express yourself in a creative and engaging way. You used the skills of a good reader to pinpoint information to include in your writing, which allowed you to demonstrate your skills as a good writer!

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have completed your reading and analysis of "Two Kinds." Now, think about how Jing-mei's relationship with her mother in "Two Kinds" from The Joy Luck Club. You may review and reread any parts of the text that you wish. You may also review your work and your notes from this lesson. Then answer the questions.

**USE FOR MASTERY**

What is one way that Jing-mei’s relationship with her mother affected her life?

- She became the genius her mother had always said she was.
- She was very confident as a young girl and had a lot of friends.
- She felt unsure of herself and became rebellious.
- She developed a life-long dislike of piano music.

Select THREE sentences from the passage that help to explain the answer to Question 1.

- I liked the haircut and it made me actually look forward to my future fame.
- And after seeing my mother’s disappointed face once again, something inside of me began to die.
- “Why don’t you like me the way I am?”
- In all of my imaginings, I was filled with a sense that I would soon become perfect.
- . . . when I saw only my face . . . Such a sad, ugly girl.
- I was Cinderella stepping from her pumpkin carriage with sparkly cartoon music filling the air.
If you have a preferred reading assessment platform, such as www.raz-kids.com, assess your student's reading ability at this time. You may choose to take one or two more class sessions to assess your student. Allow ample time for your student to read, think, and demonstrate his or her growth as a reader.
LEARN ABOUT...

LAURA SCHROFF

You are going to be reading a nonfiction work that involves a woman named Laura Schroff. Before you do so, read this article, “Biography: Laura Schroff,” to help you learn more about this person. The article has a photograph of Laura Schroff. Use this photograph to help you imagine what she might be like in real life. This is a strategy you may use with other texts that are similar. After you read this article, you should know more about Laura Schroff.

After you read, see if you can answer these questions about Laura Schroff:

1. What job did Laura Schroff used to have?
2. What is her poodle’s name?

TEACHING NOTES

Your student will be reading a background article about Laura Schroff here because later in the lesson your student will read nonfiction work that involves her. Your student can use the photograph to imagine what Laura Schroff might be like in real life. After reading this article, your student should know more about Laura Schroff.

1. What job did Laura Schroff used to have? (advertising executive)
2. What is her poodle’s name? (Coco)
In the last lesson, you analyzed the perspectives of family members from different generations and began reflecting on what they learned from each other. Now, you will continue forming your own perspective about what generations can teach each other. As a reader, seeing how generations impact each other in the text allows you to learn from their experiences and even apply those life lessons to your life.

Watch the video below (04:35) and think about simple acts of kindness and how different generations can learn from each other. Jot some ideas in your ELA Journal.

Please go online to view this video

In a moment, you are going to complete your first read of “A Simple Act.” This text provides you with an opportunity to reflect on the give-and-take that often occurs with acts of kindness.

After you finish reading “A Simple Act,” you will then complete the Comprehension Check. Then, you will analyze the relationship between the characters in the text. Before you read the text, read the information under Background. This paragraph will help set the stage for your reading. As you read, think about situations where one generation learns from another, paying close attention to the order that events occur in the text.

Now read, A Simple Act in myPerspectives Unit 1: Generations, Whole-Class Learning and think about the
- What are the key events in Laura and Maurice's friendship?
- Which passages describe how the two friends learn from and help each other?

VOCABULARY
- connects
- influence
- encouraged
- bond

TEACHING NOTES

While your student is reading, assess his or her fluency. As your student is reading, have him or her read a section aloud. Ensure his or her rate of reading shows that he or she is making meaning of the words, and not pausing too frequently or too long between words.

Your student should be noting his or her ideas to the questions above while reading and recording important sections of text in his or her ELA Journal.

If your student has difficulty understanding all the words in the text, have him or her read on and see if it patches up their understanding. There are many footnotes throughout the text that give definitions of words your student may not know; encourage him or her to use the footnotes.

After you have read, complete the Comprehension Check activity in the Making Meaning section. Write your responses in your ELA Journal. Remember to practice good writing skills and use details from your reading to support your opinion and answers.
generations can teach each other. As a reader, seeing how generations impact each other in the text allows you to learn from their experiences and even apply those life lessons to your life.

Reflecting on what they learned from each other. Now, you will continue forming your own perspective about what different generations can learn from each other. Jot some ideas in your ELA Journal.

Watch the video below (04:35) and think about simple acts of kindness and how different generations can learn from each other. Before you read the text, read the information under “Background.” This paragraph will help set the stage for your understanding.

Now read to identify key words and phrases and to understand the order of events. Take the time now to reread any part of this text that you did not understand the first time.

Good readers use rereading as a strategy when they do not understand text well the first time. Rereading helps you increase your understanding of what you read and helps you become an expert on the text!

Analyze Craft and Structure of the selection. Notice how the author uses sentence-level connections. You can also use dates presented in the text. Good readers use temporal words to understand the order of events. Take the time now to reread any part of the story you did not fully understand. Good readers use rereading as a strategy when they do not understand text well the first time. Rereading helps you increase your understanding of what you read and helps you become an expert on the text!

After you have reread any passages from the text, take a moment to analyze the relationship between Maurice and Laura. Relationships between people are key to many nonfiction narratives. Instead of explaining the similarities and differences, a good author will simply present them and allow readers to draw their own conclusions. You may want to conduct a close read of the first paragraph to identify words that describe the characters.

Answer the following questions in your ELA Journal:

- What can you infer about the characters from the details of the text?
- Why might the author have included these details in the text?

Possible Responses:

- Laura and the young man come from very different socioeconomic backgrounds. While Laura is a successful businesswoman, Maurice is a scruffy eleven-year old beggar.
- The descriptions show that their friendship is unusual for at least two reasons. Laura and Maurice are from different generations, and they come from very different backgrounds. By including these details, the author emphasizes the unlikelihood of any friendship developing between these two characters.
VOCABULARY

WORD SOLVING STRATEGY: SENTENCE-LEVEL CONNECTIONS

You have thought about word solving strategies you already know. Now let's focus on a word solving strategy called sentence-level connections. You have probably heard of context clues before, which are clues an author gives to help readers understand vocabulary. Context clues can come in many forms, and sentence-level connections are one of those forms. With sentence-level connections, an author gives you clues to the meaning of an unfamiliar word in the sentences around that word. Here is an example from A Simple Act.

Reread p. 1 and find the word executive. An executive is a business person who is in charge and/or has a lot of power. The author gives you clues to the meaning of this word by telling you that she is “successful.” Another context clue is “west side of Manhattan.” These words help you understand that executive has something to do with being successful in business.

Practice using this strategy with the words below. Write these words and definitions in your ELA Journal. Add this strategy to your Word Solving Strategy chart from the last lesson. Add your new words to your word wall and use them in writing and speaking.

- destined (p.3)
- commit (p. 4)
- article (p. 7)
- statement (p. 9)

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Context Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>destined</td>
<td>meant to be</td>
<td>“Old Chinese proverb”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“invisible thread”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“connects two people”</td>
</tr>
<tr>
<td>commit</td>
<td>to promise to do something</td>
<td>“being there”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“even when she didn’t feel like it”</td>
</tr>
<tr>
<td>article</td>
<td>a story in a newspaper or magazine</td>
<td>“magazine published”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“less than one page long”</td>
</tr>
<tr>
<td>statement</td>
<td>to say something</td>
<td>“Ernest Hemingway said”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“truth of that statement”</td>
</tr>
</tbody>
</table>

Ask your student to add sentence-level connections to the Word Solving Strategy chart from the last lesson. When your student is done, ask him or her to add the new words to the word wall. Encourage your student to use these new words in writing and speaking.
In this part, you completed a first read of “A Simple Act.” You used details from the text to develop a better understanding of the characters and identify how the author used these details to create a mental picture of the relationship between Maurice and Laura. In the next part, you will complete a close read and analyze how the author uses his beliefs and opinions to showcase point of view.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

A Simple Act - Part 2

Objectives
- To analyze the author's purpose in writing through word choice and writing style
- To identify key words and phrases and evaluate their effectiveness

Books & Materials
- A Simple Act by Tyler Jackson in myPerspectives, Unit 1: Generations, Whole-Class Learning
- ELA Journal
- Computer
- Index cards or sentence strips

Assignments
- Watch video: Video That Will Change Your Life. I Have No Words Left.
- Read "A Simple Act" by Tyler Jackson.
- Complete Close Read and Close Read the Text activities.
- Play the Point of View game.
- Complete Analyze Craft and Structure activities.
- Identify words that impact the author's purpose.

GRAMMAR
COMPLEX SENTENCES

Step 1

You have been reading to analyze relationships in a blog post. One way that an author can show relationships is through specific sentence types. You can think about how an author chooses a sentence type to signal relationships between ideas.

Read this sentence from "A Simple Act."

He asked her if she could put the lunch in a brown paper bag, because then the other kids would know that someone cared about him.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

Your Learning Guide has divided this sentence into chunks. Can you divide the chunks into two clauses? Remember, a clause is a sentence element that contains a subject and a verb.

Look at the clauses you divided. Are they dependent or independent? How do you know?

When you put an independent clause and a dependent clause in a sentence, it is called a complex sentence. Complex sentences are effective in writing because a complex sentence indicates a specific relationship between the clauses. What specific relationship does today's sentence show? How do you know?

When an author wants to make a relationship between ideas very clear, he or she can choose a sentence type that signals a relationship. Cover the word because in the second clause. What if the author had written these two simple sentences? Do you think the relationship between the ideas would be as clear?
When you read, you can pay attention to the sentence types an author choose. You know sentence types add variety to a text. They also can be used to signal relationships between ideas. This is an important part of an author's craft.

Put the sentence back together and read it. Think about the way the structure of this sentence helps you understand the ideas in the sentence. Why is it a good idea to recognize how an author uses different sentence types?

**Step 4**

You thought about how an author can use complex sentences to signal relationships between ideas. The use of different sentence types is an important part of the author’s craft. Good writers use sentence types as tools to help make ideas clear. When you write, you can use complex sentences to clarify relationships between ideas.

Read these pairs of sentences. You might notice that the relationship between the sentences in each pair is not clear. Can you combine the sentences into complex sentences by adding a subordinating conjunction? Rewrite the sentences. Keep in mind how you should punctuate complex sentences.

- Laura initially walked straight past Maurice. She returned to speak to him.
- Laura knew she had to stick with Maurice. She talked to Maurice’s teacher.
- Maurice saw the huge dining room table in Laura’s family’s home. He knew he wanted one when he grew up.

Talk to your Learning Guide about at least one of your new sentences. How does it improve the clarity of the relationship between ideas in the original simple sentences?

How does having an understanding of complex sentences help you be a better writer?

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### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- He asked her
- if she could
- put the lunch
- in a brown paper bag,
- because then
- the other kids
- would know
- that someone cared
- about him.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. **Possible answer:** It means that it’s important to Maurice that his peers think that someone cares about him. He knows if they see a packed lunch, they’ll know someone cares.
Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The prepositional phrase “in a brown paper bag” shows a relationship between lunch and bag. The object of the preposition is bag. The phrase tells where the lunch goes, and also adds an important detail. A packed lunch is a way of showing love. The details provided in the prepositional phrase are important to seeing the lunch as a symbol of someone caring about another person.

Your student may make more observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: “Tell me about the prepositional phrase you see in the first clause in the sentence. What is the object of the preposition? What is the function of the prepositional phrase? What idea does it help you understand?”

Step 3

Your student should divide the sentence like this:

- He asked her
- if she could
- put the lunch
- in a brown paper bag,
- because then
- the other kids
- would know
- that someone cared
- about him.

*Answer:* The first clause is independent. I know because it can stand on its own as a sentence. The second clause is dependent. I know because it cannot stand on its own as a sentence.

*Possible response:* It shows that the idea in the second clause is the reason for the idea in the first clause. I know this because of the subordinating conjunction because. It indicates a reason.

*Possible response:* I don’t think it would be as clear. They could be read as two separate ideas. It wouldn’t be as obvious that the reason for asking for the bagged lunch is that Maurice wants the other kids to know someone cares.

*Possible response:* It helps me see how a sentence type can actually affect the way I understand the ideas in a sentence. I can see that different sentence types aren’t just about adding variety. I can think about why an author decides to put clauses together in different ways.

Step 4

If necessary, provide your student a list of subordinating conjunctions:

- after
- although
- as
Step 4

If necessary, provide your student a list of subordinating conjunctions:
- after
- although
- as
- because
- before
- even though
- if
- since
- though
- unless
- until
- when
- whenever
- whereas
- wherever
- while

Your student might revise the sentences like this:
- Even though Laura initially walked straight past Maurice, she returned to speak to him.
- Laura knew she had to stick with Maurice after she talked to Maurice’s teacher.
- Because Maurice saw the huge dining room table in Laura’s family’s home, he knew he wanted one when he grew up.

Discuss with your student at least one of the sentences he or she wrote. For example, your student might say that the revision to the second sentence helps show that something about talking to Maurice’s teacher made Laura know she had to stick with Maurice. It also clarifies the order of events.

Possible response:
It helps me show relationships between ideas in a way that’s very clear. I know my reader will understand the points I am trying to make.

Extension

You might extend the activity with your student by doing the following:

Have your student read this sentence:

He asked her if she could put the lunch in a brown paper bag, because then the other kids would know that someone cared about him.

Then say, “This is a complex sentence. That means it combines an independent clause with a dependent clause. This sentence type is important because it gives the author a way to signal a relationship between the ideas in the clauses. When you write, you can use complex sentences to do the same thing. The blog post ‘A Simple Act’ tells the story of how one simple act lead to a lifelong relationship that changed two lives for the better. Think about an experience in your life that had major impact for you. Write a complex sentence about the experience that shows a clear relationship between two ideas.”

Your student might write something like this:

- After some of my teammates acted like bullies to me, I made the decision to always try to stand up for people.

Ask, “How does this sentence show a relationship between ideas? Why is writing this sentence better than writing two simple sentences about the topic?”
After some of my teammates acted like bullies to me, I made the decision to always try to stand up for people.

Possible response: It shows a time relationship and also helps the reader understand that being bullied was part of the reason I decided to stand up for people. It's better than writing two simple sentences because the relationship between the ideas is clear. With two simple sentences, the reader would have to put more of the information together on his or her own.

If your student struggles to write the sentences, have him or her write two simple sentences about an experience and then combine them using a subordinating conjunction as in the previous activity.

Ask, ”How does the type of sentence you choose impact the expression of your ideas?” Possible response: The sentence type can signal a relationship.

POSSIBLE ANSWERS TO CLOSE READ THE TEXT ACTIVITIES

Paragraph 4: Laura and Maurice are still forming their friendship. In paragraph 5, the friendship is more established. The questions help Laura focus on the potential problems that might arise, and they help her decide whether to commit to this friendship. The change in the way Maurice is referred to reflects their changed relationship.

Paragraph 6: Answer will vary as students annotate what they noticed about the text. For Example:

- Paragraph 3: The author noted that, ”The boy lived in a single room in a welfare hotel with his mother and numerous other relatives. It was only two blocks away from Laura's home but it might as well have been a different planet.”
  - The author used these details to show the difference between the characters.
  - The author used these details to show that people who live close to each other may have different life experiences and perspectives.
COMPREHENSION

VISUALIZE
Good readers visualize as they read. Good readers make mental images that use all of their senses. They look at the descriptive words and sensory details in a text that create strong pictures in their minds. They think of what the visualization sounds, smells, tastes, and feels like.

Reread the first paragraph from “A Simple Act.”

It was the first day of September in 1986, and the morning rain had given way to bright sunshine. A successful advertising executive made her way across 56th Street toward Broadway, on the west side of Manhattan. A young boy—all of eleven years old and dressed in scruffy clothes—asked for some change for something to eat. Laura Schroff lowered her head and walked on; Manhattan was full of panhandlers, and she hardly even noticed them anymore.

From the excerpt, visualize what the words describe. What pictures do you see in your mind after reading this excerpt? Do you see puddles on the ground, left over from the rainy morning? Do you feel the bright sunshine on your face? Do you see the differences in appearance between Laura and the little boy? Can you imagine what the city sounds like?

Good readers look for descriptive sensory words that create images in their minds. Draw a picture of what these words make you visualize in your ELA journal. You may also write about your visualization if you prefer not to draw.

TEACHING NOTES
Help your student visualize while reading. Help your student identify descriptive words in the text and discuss what mental images those words inspire. Talk about what the visualization sounds, smells, tastes, and feels like.

Provide the following sentence frames:
• As I read, I think about…
• In my mind, I picture…
• This picture in my mind helps me understand…

INTERACTIVE ACTIVITY
An author’s point of view in an informational text is their beliefs and opinions about the subject. For instance, an author may admire the subject, be critical of the subject, or find the subject amusing. An author’s point of view is often revealed through their word choice, including the use of weighted words and phrases. Weighted words and phrases have power! Take a few minutes to practice identifying point of view by playing the Point of View game.

Now complete the Analyze Craft and Structure Practice activities in the Making Meaning section to practice identifying weighted words and phrases.
An author's point of view in an informational text is their beliefs and opinions about the subject. For instance, an author may admire the subject, be critical of the subject, or find the subject amusing. An author's point of view is often revealed through their word choice, including the use of weighted words and phrases. Weighted words and phrases have power! Take a few minutes to practice identifying point of view by playing the Point of View game.

Now complete the Analyze Craft and Structure Practice activities in the Making Meaning section to practice identifying weighted words and phrases.

ANALYZE CRAFT AND STRUCTURE PRACTICE POSSIBLE RESPONSES

1. a. “too-tight sneakers”  
   b. Maurice’s sneakers are too small for him.  
   c. The phrase has the effect of creating sympathy for Maurice because his family can’t afford to purchase shoes that fit him properly.

2. The weighted words in paragraph 3 show that Laura had a much more comfortable life than Maurice did.

3. In paragraph 6, the author says that Maurice “had seriously doubted that he would live to be an adult.” The author is trying to show that Maurice had little hope for his future before he met Laura.

4. More objective language would probably result in the reader’s having less sympathy for Maurice and less appreciation of what Laura did for him.

To infer is to draw conclusions based on evidence or details in the text. These details can help you identify the author’s point of view. To learn more about inferences, watch the video Making Inferences (03:34). You do not need to take the quiz mentioned at the end of the video.

In this part, you used close reading to identify weighted words and details to help you infer meaning and the author’s point of view. You used details from the text to support your analysis and the development of your own

TEACHING NOTES

ANOTHER WAY

POINT OF VIEW

If you find it challenging to identify the point of view, go back to the text. Look for where you see individual people’s thoughts and feelings described. How many people’s thoughts and feelings do you see in the text? What does this tell you about the point of view?

TEACHING NOTES

If your student is struggling to identify the point of view of the text, have him or her look for individual people’s thoughts and feelings. Your student should point out areas like this:

- In paragraph 3, I see Laura's feelings: “...what she heard shocked her.”
- In paragraph 4, I see Maurice's feelings: “...Maurice discovered a life he had only seen on television.”

Your student should recognize that the text includes the thoughts and feelings of more than one person. This indicates an omniscient third-person point of view.

QUICK CHECK

Please go online to view and submit this assessment.
An author's point of view in an informational text is their beliefs and opinions about the subject. For instance, an author may admire the subject, be critical of the subject, or find the subject amusing. An author's point of view is often revealed through their word choice, including the use of weighted words and phrases. Weighted words and phrases have power! Take a few minutes to practice identifying point of view by playing the Point of View game.

Now complete the Analyze Craft and Structure Practice activities in the Making Meaning section to practice identifying weighted words and phrases.

ANALYZE CRAFT AND STRUCTURE PRACTICE POSSIBLE RESPONSES

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2. The weighted words in paragraph 3 show that Laura had a much more comfortable life than Maurice did.

3. In paragraph 6, the author says that Maurice “had seriously doubted that he would live to be an adult.” The author is trying to show that Maurice had little hope for his future before he met Laura.

4. More objective language would probably result in the reader’s having less sympathy for Maurice and less appreciation of what Laura did for him.

Please go online to view and submit this assessment.

To infer is to draw conclusions based on evidence or details in the text. These details can help you identify the author’s point of view. To learn more about inferences, watch the video Making Inferences (03:34). You do not need to take the quiz mentioned at the end of the video.

In this part, you used close reading to identify weighted words and details to help you infer meaning and the author’s point of view. You used details from the text to support your analysis and the development of your own inferences about the author’s writing style and choice of words. In the next part, you will compare different texts to reflect on the chain reaction that can occur when people of two different generations influence one another.
FLUENCY

READING WITH EXPRESSION

Great readers read with expression. When you read with expression, you use your voice to show the mood and feeling of the words. If you sound like a robot, you are not reading with expression. When reading fiction, your tone should change with what is happening in the story. You should use your storytelling voice when reading. While most of the reading you do now is silent, the voice inside your head should still be reading with expression.

You have been reading a news article titled “A Simple Act.” Because this is nonfiction, you will not be using a storytelling voice but an explaining voice to read with expression.

Rules for reading with expression:

1. Think about the big idea and emphasize important words. Use your explaining voice.
2. Change your tone of voice when reading dialogue.
3. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
4. Raise or lower your voice for text size, italics, or bold print.

Go to the e-text for “A Simple Act” and click on the audio. Listen to how the reader uses an explaining voice as he reads the article with expression.

Take a look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently.

Let’s practice reading aloud. Read “A Simple Act” one time through. Think about echoing the explaining voice of the reader and emphasize the important words.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Think about your expression in the section.

• Did you think about the big idea and the main points?
• Did you emphasize important words?
• Did you use your explaining voice?
Your Learning Guide will record you reading “A Simple Act” two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

TEACHING NOTES

Discuss with your student how reading with expression helps with reading fluency because it helps readers make meaning of the text.

Have your student listen to “A Simple Act” being read aloud in the e-text, starting at 0:50. Discuss with your student how the reader uses his explaining voice when reading the text. He emphasizes important words and thinks about the big ideas when reading aloud.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.

Now have your student read “A Simple Act” one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression using his or her explaining voice.

Record your student reading “A Simple Act” two more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. Focus on the section on reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the page with expression for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

USE

Review A Simple Act in myPerspectives Unit 1: Generations, Whole-Class Learning and locate the weighted words and phrases you found in the text. Make a list of them. If you need help, return to the answers from the Analyze Craft and Structure activities. Remember, these words have the power to express or portray strong feelings, emotions and highlight the author’s opinions or beliefs on a subject.

Think about the following question:

- Which word or phrase had the greatest effect on the author’s purpose? Why?

You may practice writing your response in your ELA Journal. Use at least two details from the text to support your answer. Good writers always use details to demonstrate understanding and support their analysis of the text.
ANOTHER WAY

WRITING ABOUT WHICH WORD OR PHRASE HAS THE GREATEST EFFECT ON THE AUTHOR’S PURPOSE

You have been asked to choose which word or phrase from *A Simple Act* had the greatest effect on the author’s purpose and to explain why the word or phrase had the greatest effect on the author’s purpose. You are asked to support your answer with at least two details from the text. Let’s take this writing assignment one step at a time. First, you need to understand what an author’s purpose is. Authors write about various topics or subjects. An author’s purpose is the reason he or she chose to write about a particular topic. The most common purposes that authors have for writing about various topics are to persuade (convince), inform (tell about), or entertain (amuse) readers. Reread or skim the passage, if needed, to complete this writing assignment.

What is the topic of *A Simple Act*?

For what reason (or purpose) does the author seem to write about this topic (persuade, inform, or entertain)?

Next choose three to five words or phrases that go along with this purpose:

1. 
2. 
3. 
4. 
5. 

Then choose the one word or phrase from the list above that, in your opinion, had the greatest influence or effect on the author’s purpose. Which word or phrase, in other words, was the most powerful in terms of the author’s purpose?

To support your answer, give at least two reasons from the text showing that this word or phrase had a big effect on the purpose:

1. 
2. 

After completing this, you should be ready to complete the writing assignment for this lesson.

TEACHING NOTES

Your student has been asked to write the word or phrase that has the greatest effect on the author’s purpose. Your student should use the detailed steps above, which break the question into its individual elements, in order to answer the question thoroughly.
Did you:

- Choose a fact based word or phrase that had the greatest effect on the author’s purpose?
- Include at least three pieces of relevant evidence that supports the claim?
- Use correct paragraph structure, grammar and spelling throughout?
MAURICE MAZYCK

You are going to be reading a nonfiction work that involves a man named Maurice Mazyck. Before you do so, read this article, “The Ties That Bind,” to help you learn more about this person. The article has a photograph of Maurice Mazyck with Laura Schroff. Use this photograph to help you imagine what he might be like in real life. This is a strategy you may use with other texts that are similar. After you read this article, you should know more about Maurice Mazyck.

After you read, see if you can answer these questions about Maurice Mazyck:

1. True or false: Maurice Mazyck survived a difficult childhood and became successful.
2. What year did Maurice Mazyck meet Laura Schroff?

Your student will be reading a background article about Maurice Mazyck here because later in the lesson your student will read nonfiction work that involves him. Your student can use the photograph to imagine what Maurice Mazyck might be like in real life. After reading this article, your student should know more about Maurice Mazyck.

1. True or false: Maurice Mazyck survived a difficult childhood and became successful (true)
2. What year did Maurice Mazyck meet Laura Schroff? (1986)
Word choice and style are powerful tools to help readers understand the emotion of events in the text. Every relationship involves emotions, such as joy, sadness, happiness, fear, excitement, or even confusion. In “A Simple Act,” the author uses word choice and style to highlight what the characters gained or learned from each other through their relationship.

Watch the video Would You Help a Homeless Child? (04:15) and think about this situation from the perspective of the woman who enters the scene at 02:24. What are some words that would really get across your feelings? Record some ideas in your ELA Journal.

Please go online to view this video ▶

In a moment, you are going to complete your first read of An Invisible Thread. There is a Chinese proverb that says an “invisible thread” connects two people who are destined to meet and influence each other. Now, you will continue learning about Maurice and Laura and the ways they influenced each other’s lives.

In this lesson, you will read an excerpt from An Invisible Thread by Laura Schroff and Alex Tresniowski. After reading, you will complete the Comprehension Check in the Making Meaning section. Next, you will analyze the ways vocabulary and word meaning impact your understanding of the text. When you understand the vocabulary in the text you can use your imagination to create images in your mind that allow you to go to new places, meet new people and imagine new experiences!

Before you read the text, read the information under Background. This paragraph will help set the stage for your reading.

As you read, think about situations where one generation learns from another, paying close attention to the vocabulary and word choices the author uses to express Maurice and Laura’s feelings about their relationship.

Now read An Invisible Thread in myPerspectives Unit 1: Generations, Whole-Class Learning and think about the following questions:

- Why does Maurice think Laura is so special?
- Why did Laura do what she did?

VOCABULARY

- resilience
- perseverance
- generosity
- media
- object
- widget

TEACHING NOTES

If your student is having difficulty understanding the relationship between Laura and Maurice, ask about his or her circle of friends. Did he or she meet a friend in an unusual way? This discussion will help make connections between the text and real-life experiences.
Your student should be writing down their ideas to the questions above while reading and noting important sections of text. He or she may do so in their ELA Journal.

If your student has difficulty understanding all the words in the text, encourage him or her to keep reading and see if he or she can figure out the meaning from the events in the story. If your student is still having difficulty, let him or her know that the definitions of the words are also listed in the selection.

After you have read, complete the Comprehension Check activity in the Making Meaning section. Think about who is telling the story and how the use of punctuation helps identify the views and statements of the characters in the text. Write your responses in your ELA Journal. Remember, to practice good writing skills, use details from your reading to support your opinion and answers.

### POSSIBLE RESPONSES TO THE COMPREHENSION CHECK

1. Maurice gives the toast as an adult, when he is already married.
2. Maurice says that Laura saved his life and that without her, he would “not be the man” he is today.
3. Laura insists that she was the lucky one because she received as much from Maurice as he received from her.
4. She learned about “resilience, courage, perseverance,” and “overcoming adversity.” She learned “the true value of money” and the importance of seemingly unimportant rituals, “like baking cookies.” Most importantly, she learned about friendship.
5. The greatest gift of all is love, and the greatest privilege is “to be able to love someone.”
6. Summaries will vary. Sample response: At a formal event, Maurice gives a toast in which he says that Laura’s friendship saved his life and prevented him from making poor life choices. Laura responds by saying that she gained even more from Maurice. She learned the true value of friendship.

### ANOTHER WAY

**MAKING A CONNECTION TO YOUR OWN EXPERIENCES**

If connecting this memoir excerpt to the Essential Question is challenging, take a moment to think about your own life experiences. You can think about how your experiences show what one generation can learn from another.

Tell your Learning Guide about an experience in your own life in which you learned something from someone from a different generation or when you taught something to someone from a different generation. How did it feel? What parts of the experience affected you most?

Remember that Maurice is much younger than Laura. They are from different generations. Thinking about your own experience with someone from a different generation can help you understand what Maurice and Laura learned from each other.
If your student is struggling to connect the excerpt to the Essential Question in order to answer the questions, have him or her consider his or her own experiences. If your student struggles to identify an experience learning from or teaching someone from a different generation, ask prompting questions such as, “Who are some people in your life who are from a different generation? What are some experiences you have had with them? Did you learn something? Do you think one of those people has learned something from you?”

After your student takes some time to consider his or her own life, have him or her compare and contrast personal experiences with the memoir excerpt. Points of comparison and contrast might include what was taught or learned, the relationship across the generations (for example, mother and child versus strangers who become friends), etc.

Then have your student return to the questions, keeping these thoughts in mind.

After you have completed all activities in the Comprehension Check, review your answers. How did you do? Did you use the quotation marks to help you focus on and analyze Maurice’s feelings and get a better picture of his personality through his word choices. Good readers use punctuation and vocabulary to help them get to know the characters and focus on important events in the text. Take the time now to reread any part of the story you did not fully understand.

After you have reread any passages from the text, take a moment to reflect on the new things you are learning about the relationship between Maurice and Laura. Relationships are always changing, and we may not know the impact of relationships for years.

Now, complete the Concept Vocabulary and Word Study activities. Write your answers in your ELA Journal.

**TEACHING NOTES**

**WHY THESE WORDS? POSSIBLE RESPONSES**

1. Laura learned those qualities from Maurice, but it’s possible that Maurice wouldn’t have developed them without the support he got from Laura.
2. Choices include moved, grateful, courage, strength, appreciation, kindness, spirit, proud.

**PRACTICE POSSIBLE RESPONSES**

1. My mother showed her resilience by bouncing back from any problem, no matter how difficult.

   His perseverance helped him pass the math test, even though he finds the subject confusing. My brother’s generosity is evident in the way he loves to help younger members of his track team.

   **resilience**
   
   • synonyms: grit, tolerance, flexibility
   • antonyms: brittle, unyielding
After you have completed all activities in the Comprehension Check, review your answers. How did you do? Did you use the quotation marks to help you focus on and analyze Maurice’s feelings and get a better picture of his personality through his word choices. Good readers use punctuation and vocabulary to help them get to know the characters and focus on important events in the text. Take the time now to reread any part of the story you did not fully understand.

After you have reread any passages from the text, take a moment to reflect on the new things you are learning about the relationship between Maurice and Laura. Relationships are always changing, and we may not know the impact of relationships for years.

Now, complete the Concept Vocabulary and Word Study activities. Write your answers in your ELA Journal.

**WHY THESE WORDS?** Possible Responses

1. Laura learned those qualities from Maurice, but it’s possible that Maurice wouldn’t have developed them without the support he got from Laura.

2. Choices include moved, grateful, courage, strength, appreciation, kindness, spirit, proud.

**PRACTICE** Possible Responses

1. My mother showed her resilience by bouncing back from any problem, no matter how difficult.

2. His perseverance helped him pass the math test, even though he finds the subject confusing. My brother’s generosity is evident in the way he loves to help younger members of his track team.

**resilience**

- Synonyms: grit, tolerance, flexibility
- Antonyms: brittle, unyielding

**perseverance**

- Synonyms: persistence, tenacity
- Antonyms: apathy, weakness, laziness

**generosity**

- Synonyms: unselfishness, goodness, benevolence
- Antonyms: meanness, selfishness

**WORD STUDY** Possible Responses

1. The adjective **generous** means “unselfish” and “free in giving.” Adding the suffix -ity forms the noun **generosity**, which means “the quality of being unselfish and free in giving.”

2. The word **adversity** combines the base word adverse with the suffix -ity. Adverse is an adjective meaning “preventing success.” Adding the suffix -ity forms a noun that means “the state of having success prevented.”

Take a minute to review your answers. How did you do? Did the story help you understand any unfamiliar words? Did the vocabulary give you a better understanding of the characters?

Next, you will look at the ways adjectives describe words and answer questions about people, places, and things in the text by completing the Conventions activities. The author helps you create pictures of the characters and setting in your mind through their choice of words. Good readers use words to fuel their imagination!

An adjective is a word that modifies or describes a noun or pronoun. Adjectives may answer questions such as What kind?, How many?, Which one?, or Whose?.

Possessive nouns and pronouns are used as adjectives to answer the question Whose?.

If you have two or more adjectives, they are called coordinate adjectives. These are two or more adjectives that modify the same noun and are separated by a comma. You can tell whether adjectives are coordinate if the word and could be used in place of the comma and you could reverse the adjectives.

Cumulative adjectives also modify the same noun, but they are not separated by a comma. Also, cumulative adjectives cannot be reversed.

To double check your understanding of coordinate adjectives, take the practice quiz.

Now, complete the Conventions activities in the Language Development section to analyze and practice identifying different types of adjectives.
Write It Possible Responses

1. Maurice shared a funny true story with the audience.
2. Laura wore a long red dress. Maurice and Laura were important, lifelong friends. Laura contributed financial support to Maurice, while he contributed valuable emotional support to her.

In this part, you completed a first read of An Invisible Thread. You used punctuation and vocabulary to answer questions about the characters and enhance your understanding of their friendship. In the next part, you will complete a close read and analyze the difference between the two texts about Maurice and Laura. This will be a great way to focus on the different perspectives of the characters.

Rate Your Enthusiasm

Please go online to view and submit this assessment.
An Invisible Thread - Part 2

### Objectives
- To analyze how an author distinguishes their point of view from others
- To identify key words, phrases, and punctuation to evaluate effectiveness

### Books & Materials
- An Invisible Thread by Laura Schroff and Alex Tresniowski in myPerspectives Unit 1: Generations, Whole-Class Learning
- Computer
- ELA Journal
- Dictionary

### Assignments
- Watch video: Would You Help a Homeless Child?
- First read An Invisible Thread.
- Complete Comprehension Check activity.
- Complete Concept Vocabulary and Word Study activities.
- Complete Conventions activity.
- Complete close read of An Invisible Thread.
- Complete Analyze Craft and Structure activity.
- Compare and contrast A Simple Act and An Invisible Thread.

### LEARN

In the last part, you completed a first read of An Invisible Thread in myPerspectives Unit 1: Generations, Whole-Class Learning. You used new vocabulary to develop a better understanding of the emotions of the characters and what Maurice and Laura gained from their friendship. Now, you will reread sections of the text and take a closer look at the author’s writing style and how characters develop relationships. Remember to reflect on the different points of view of the characters.

As you reread the text, you will focus on specific paragraphs, think about the following questions, and document your answers in your ELA Journal, on a copy of the text if you have one, or in an Online Notebook.

**Paragraphs 3–4**
- Note the punctuation marks the author uses.
- Why do you think the author uses this type of punctuation in transcribing Maurice's words?
- Would this passage have the same effect if it had just summarized what Maurice said? Explain.

**Paragraph 6**
- Note details that show what Maurice gave to Laura.
- What can the reader infer from these details?
- Why did the author include these details?

Now take a minute to recall the meaning of the phrase an invisible thread from your reading of A Simple Act.
- What influence did their meeting have on Laura and Maurice?
Paragraphs 3–4
- While the direct quotations in paragraphs 3 and 4 show the words that Maurice said, the punctuation gives an idea of how he said it.
- Rather than simply giving a flat, lifeless transcription of Maurice's toast, the author uses this punctuation to give readers a sense of what it was like to be in the audience and hear Maurice give his toast on that day. We get a feel for Maurice's personality—he seems like a real person. As a result, the toast comes to life and has meaning.
- If the passage just summarized what Maurice said, it would not have the same effect. Maurice's words and the way he speaks them convey that it's an emotional moment—he's honoring someone who means a lot to him and he's talking about his mother's passing. The author's use of punctuation reflects this emotion.

Paragraph 6
- Maurice taught me so many things; I can't possibly list them all. He taught me how to live. He taught me one of the most important lessons a person can hope to learn—he taught me to be grateful for what I have. He taught me about resilience, courage, perseverance, and about the special strength that comes from overcoming adversity. He taught me the true value of money, the real meaning of lunch in a brown paper bag, the importance of a silly ritual like baking cookies. He taught me, more than I ever taught him, what it means to be a friend.
- Laura learned from Maurice that a paper-bag lunch showed his classmates that someone loved him.
- Laura learned from and grew in her relationship with Maurice. The help she gave him benefited her as well. By including these details, the author helps the reader draw the conclusion that he taught her the value of things that she used to take for granted, and that she grew to love him.

Answers may vary. They became lifelong friends.

VOCABULARY

USING A DICTIONARY TO CLARIFY WORD MEANING

You have learned about using sentence-level connections to help you figure out the meaning of a word. However, sometimes authors do not give readers enough context to figure out an unknown word. When this happens, it is important to use dictionary skills to determine meaning.

Let's practice using a dictionary to figure out the meaning of words.

Reread p. 6 of An Invisible Thread and find the word resilience. The author gives little context about the meaning of this word, and it is hard to understand the meaning from the sentence. This would be a good time to use a dictionary. You can click on the word to find the dictionary definition. Clicking on the word resilience will provide the dictionary definition, which is “the ability to recover quickly.”

However, not all of the new words in this text will have the dictionary definition built-in. In that case, you need to look the word up on your own. Practice your dictionary skills with the following word list. Look up each word and choose the definition that makes the most sense in the story. Write your words and definitions in your ELA Journal. Then, add your new words to your word wall and use them in writing and speaking.
Add *Using a Dictionary* to your Word Solving Strategy chart from the first lesson in this unit.

<table>
<thead>
<tr>
<th>Word</th>
<th>Dictionary Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ritual</td>
<td>an act or service regularly repeated</td>
</tr>
<tr>
<td>optimistic</td>
<td>feeling or showing hope</td>
</tr>
<tr>
<td>astounding</td>
<td>causing amazement</td>
</tr>
</tbody>
</table>

Ask your student to add *Using a Dictionary* to the Word Solving Strategy chart from the first lesson in this unit. If you want to challenge your student, ask him or her to try using each word in a sentence.

An *Invisible Thread* is a memoir written from first-person point of view. You can tell a work of nonfiction is written from the first-person point of view by looking for the following clues.

- The author uses the pronoun I to refer to himself or herself.
- The author is involved in the events being described.
- Authors often use direct quotations, or a person’s exact words, to reflect the views of other people involved in the narrative.

Memoirs are usually written from the first-person point of view. Authors of memoirs use the first-person point of view because they are describing events and experiences in their own lives—both what happened as well as personal reactions and emotions.

Reflect on the text and think about how reading a first-person narrative makes you feel. Do you feel more connected to the text and the experiences of the narrator?

Now complete the Analyze Craft and Structure practice activities in the Making Meaning section to practice identifying the first-person point of view. Write your answers in the ELA Journal.
TEACHING NOTES

ANALYZE CRAFT AND STRUCTURE PRACTICE POSSIBLE RESPONSES

1. See possible response in chart on student page.
2. (a) Paragraph 5 is the first indication that Laura is the narrator. (b) Clues include the use of the pronoun I and the other details in paragraph 5 which reveal her feelings about Maurice’s speech.
3. (a) The writers include direct quotations from Maurice to show how he feels. (b) Answers will vary. Students may feel that the strategy helps readers to “hear” Maurice’s voice, as in the quotation: “’Cause I was going down the wrong road, the wrong hill, and, you know, my mother— bless her soul, my mother died—and the Lord sent me an angel.”
4. Reading Laura’s first-person narration in the excerpt from An Invisible Thread helps readers understand the “impact on each other’s lives” described in the article. The first-person point of view makes Laura’s thoughts and feelings clear.

In this part, you analyzed how the author used pronouns to demonstrate the first-person point of view, and direct quotations to reflect the views of others in the story. Adjectives were also used as a tool to describe and answer questions about people places and things in the text. You are building your skills as a good reader by becoming aware of how the author uses words and punctuation marks to convey meaning in the text.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

To reflect on the impact of direct quotes, watch the video Making Inferences (03:34). Compare the video to the text and reflect on how including the quotes in place of a summary creates a more complete picture of Maurice and his relationship with Laura.

Please go online to view this video ▶

In this part, you used close reading to identify how the author uses direct quotes and pronouns to show the difference between a narrator’s first-person point of view and the views of other characters. In the next part, you will read about the interplay between multiple generations and what they learn from each other.
READING WITH PHRASING

Great readers read with phrasing. Phrasing means grouping words together into units. When readers read word for word they sound like a robot and it is not fluent reading.

Rules for reading with phrasing:

1. Phrases will typically be two or three words but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.
4. Phrases will always start or stop at the beginning or end of quotation marks.

Watch the following video to learn how to read with phrasing.

Please go online to view this video ▶

Look at this excerpt from An Invisible Thread. Use the phrasing rules to help you read the sentences in phrases. The underlined text will guide you in using phrasing.

Then came the final toast. The speaker was in a sharp black tuxedo with spectacular black-and-white shoes, and his wife was in a stunning navy blue gown, her hair swept up. Nearly everyone in the room had met him or at least knew his story, and so everyone was excited to see him and hear him speak. He kissed his wife, walked up and took the microphone, and began his toast.

Take a look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. Read over what you need to do to be proficient in reading in phrases.

Let's practice reading the memoir An Invisible Thread one time through.
After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Also think about your phrasing on the page.

1. Did you read in phrases of two or three words?
2. Did you pause for commas or at the end of sentences?
3. Did you use the parentheses to help you read in phrases?

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

**TEACHING NOTES**

Discuss with your student how reading with phrasing helps with reading fluency because it helps readers make meaning of the text.

Watch the video from the beginning to 3:25 to learn about reading with phrasing.

Listen to your student practice reading the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Now go to *An Invisible Thread* and have your student read the memoir one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked tricky words. Praise your student if he or she read in phrases. Help your student answer the questions.

Record your student reading the page two more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the better his or her phrasing became. Look over the rubric and discuss how your student did.

If your student is continuing to struggle with phrasing, model reading the text with phrasing for your student line-by-line and have your student echo it back to you, using this video for guidance.

**USE**

Think about *A Simple Act* and *An Invisible Thread* in myPerspectives Unit 1: Generations, Whole-Class Learning. How do both of these pieces present information about the friendship between Laura and Maurice?

Think about the following questions:

- How did the friendship start and grow?
- Why has the friendship lasted so long?
- What descriptive details do the two texts provide?
Think about the following questions:

- What quotations, if any, are used?
- Does the text focus on a series of events or more on the quality of the friendship?

Use this thinking to write two to three paragraphs in which you analyze and compare the ways both authors present information about the friendship.

**ANOTHER WAY**

**WRITING ABOUT...**

You have been asked to compare *A Simple Act* and *An Invisible Thread* and then write about that comparison. To make it easier to compare the two, you will first use a graphic organizer called a Venn Diagram to compare (look at similarities) and contrast (look at differences) between the two works of nonfiction about the relationship between Laura and Maurice.

You will be using a Venn Diagram. Label the topic on the left-hand side as “A Simple Act,” and label the topic on the right-hand side as “An Invisible Thread.” These parts of the diagram are used to point out similarities. As an example unrelated to these texts, if the diagram were about ants, you might write on the left-hand side that an article about ants says that some ants are black. Then, since you are examining differences, if another article tells you that some ants are red, you might put that on the right-hand side. In the middle, you can put a similarity, such as if both articles mentioned that ants are strong.

Use the five lines to write brief notes (giving differences on the left- and right-hand sides and similarities between the articles in the middle) about the 5 topics listed:

- Line 1: How did the friendship start and grow?
- Line 2: Why has the friendship lasted so long?
- Line 3: What descriptive details do the two texts provide?
- Line 4: What quotations, if any, are used?
- Line 5: Does the text focus on a series of events or more on the quality of the friendship?

You may want to write the question beside each line that goes with it. Then fill out the Venn Diagram using details from the text. Use your notes from the graphic organizer to help you complete the writing assignment.

**TEACHING NOTES**

Your student has been asked to write about two different articles that relate to the same topic. Your student may use the Venn Diagram discussed above to help take notes before completing the writing assignment.
Does the text focus on a series of events or more on the quality of the friendship?

Use this thinking to write two to three paragraphs in which you analyze and compare the ways both authors present information about the friendship.

Did you:
- Introduce a topic clearly, previewing what is to follow regarding the friendship between Laura and Maurice?
- Include at least two pieces of relevant evidence that supports the topic?
- Use appropriate transitions to create cohesion and clarify the relationship?
- Use precise language and vocabulary to explain the topic using a formal style?
- Provide a concluding statement or section that emphasizes the main idea and support the information?
- Check for and fix any grammatical or spelling errors found?

**USE FOR MASTERY GUIDELINES & RUBRIC**

Did you:
- Introduce a topic clearly, previewing what is to follow regarding the friendship between Laura and Maurice?
- Include at least two pieces of relevant evidence that supports the topic?
- Use appropriate transitions to create cohesion and clarify the relationship?
- Use precise language and vocabulary to explain the topic using a formal style?
- Provide a concluding statement or section that emphasizes the main idea and support the information?
- Check for and fix any grammatical or spelling errors found?
## LEARN

### LEARN ABOUT...

You are going to be reading part of an autobiography by Maya Angelou. Before you do so, read [Biography: Maya Angelou](#) to help you learn more about this famous author. You will read two short biographies about Maya Angelou. You may want to compare them to see what similar and what different information they provide about this author. Sometimes when you are researching a person or other topic, it helps to read more than one source. After you read this article, you should know more about Maya Angelou.

After you read, see if you can answer these questions about Maya Angelou:

1. When she was three years old, how did Maya Angelou travel to Arkansas?
2. What year was Maya Angelou born?
You learned how to compare and contrast the author’s point of view, use of word choice, and vocabulary to describe the characters in A Simple Act and An Invisible Thread. Both texts revolved around the development and lifetime friendship between Maurice and Laura. In the texts you analyzed what they gained from the relationship and what they learned from each other. In this lesson, you will look at the relationship of multiple generations and reflect on their interactions and what they can teach and learn from each other.

Before you begin reading, take a few minutes to research Maya Angelou and write a biographical paragraph about her in your ELA Journal. A biographical paragraph includes personal information about the person you are writing about as well as facts that you find interesting about his or her life and accomplishments. Researching and writing about Maya Angelou will give you a glimpse into her life and provide background on her lifetime accomplishments. This will provide an interesting backdrop when we begin reading about her life as a child. Begin writing your biographical paragraph now.

**VOCABULARY**
- charitable
- philanthropist
- supervision

As your student begins researching Maya Angelou, let your student know that he or she can review articles and videos about the author’s life on the internet, at a library, or at a local museum, depending on your geographical location. If your student gets stuck brainstorming what to include in the biographical paragraph, you may prompt him or her to include information about her birth, background, interests, significant accomplishments, and her death. When writing a biographical paragraph, it helps to include information in chronological order.

Please note that research on Maya Angelou may reveal sensitive subject matter about her life. Many sites, like PBS, include educational videos and articles about Maya Angelou.
ANOTHER WAY

WRITING ABOUT THE LIFE OF MAYA ANGELOU

You have been asked to write a biographical paragraph about the life of Maya Angelou by researching about her, then writing about her. After you have found reliable information about her, use a Describing Wheel to take notes about important things about Maya Angelou's life and work and about interesting facts about her. In the middle, write “Maya Angelou” as your topic. Then on each of the eight sections, write one piece of information about her. Then use your notes to help you choose what information to include in your paragraph and write your paragraph. You may choose to use all eight pieces of information you wrote on the Describing Wheel, or you may only use some of them. Either way, write an interesting and well-organized paragraph.

TEACHING NOTES

Your student has been asked to write a biographical paragraph about the life of Maya Angelou. Before doing so, have your student research Maya Angelou by choosing a reliable and appropriate website to obtain information about her. Then your student can use the graphic organizer, a Describing Wheel, to record information about Maya Angelou before writing the biographical paragraph.

After writing your paragraph, reflect on Maya Angelou and imagine what you think she was like as a child. What would you like to know about her? Do you think you would have anything in common?

In a moment, you are going to complete your first read of an excerpt from Mom & Me & Mom, a memoir by Maya Angelou. You may remember from your last lesson that memoirs use the first-person point of view because they describe events and experiences in the authors’ own lives—both what happened as well as personal reactions and emotions. Reading a memoir can give you a glimpse into what the author was seeing, feeling, and thinking in the past. This is a perfect opportunity to observe Maya Angelou interacting with her family and see what they taught and learned from each other.

Before you read the text, read the information under Background. This paragraph will help set the stage for your reading.

As you read, think about situations where one generation learns from another, paying close attention to the ways family members from several generations respond to each other in unfamiliar situations.

following questions:

• How would a thirteen-year-old feel about meeting her mother for the first time? How does Maya feel?
• What would her mother say to her? What did her mother say to her?
TEACHING NOTES

If your student is having difficulty understanding the relationship between Maya, her mother, and her grandmother, ask him or her the following questions. What makes a family? How many different types of families are there? This discussion will help him or her think about what contributes to different family structures and make connections between the text and his or her own experiences.

Your student should be jotting his or her ideas in the ELA Journal to the questions above while reading and noting important sections of text.

If your student has difficulty understanding all the words in the text, encourage him or her to keep reading and see if he or she can figure out the meaning from the events in the story. If he or she is having difficulty using context clues, prompt your student to identify the “inside” or base word within an unfamiliar word. For example, artisan:

- **Familiar “Inside” Word:** art, which means “something made through skill and creativity.”
- **Context:** The beautiful ceramic jug was created by an artisan in the town next to ours.
- **Conclusion:** The jug was a beautiful ceramic piece made by someone.
- **Artisan** must mean “someone who creates a type of art.”

COMPREHENSION

MAKING CONNECTIONS: TEXT-TO-TEXT

Good readers make connections to other texts they have read. Good readers ask: Is this similar to other texts? Is this different from other texts? This is called making text-to-text connections.

Think about the information presented in the text *Grounded.* How does this text compare to *Mom & Me & Mom?* Do these texts both explore the same topic? Do they accomplish this in different ways?

In your ELA Journal, complete the following sentence frames to make text-to-text connections with *Grounded* and *Mom & Me & Mom.*

- *Grounded* reminds me of *Mom & Me & Mom* because...
- These texts are similar because...
- These texts are different because...

TEACHING NOTES

Help your student make text-to-text connections by asking the following questions: “In what ways does _________ remind you of the other text you are thinking about? How are the texts similar? How are they different?”

Possible answers:

- *Grounded* reminds me of *Mom & Me & Mom* because they are both focused on the authors’ relationships with their grandmothers.
After you have read, complete the **Comprehension Check** activity in the **Making Meaning** section. Think about the emotions that the women in the story are exhibiting through their words, silence, and actions. Write your responses in your ELA Journal. Remember to practice good writing skills and use details from your reading to support your opinion and answers.

### TEACHING NOTES

**Possible responses to the Comprehension Check:**

1. Maya was frightened by the idea of meeting her mother, whom she had not seen in years.
2. Maya did not think of herself as “pretty or even cute,” so she did not expect her mother to look like a movie star, so “beautiful and tall.”
3. Maya learns that being kind and charitable brings joy to both the giver and the receiver.
4. Summaries will vary; however, students should include the following points in their summary:
   - Maya was going to live with her mother, who she had not seen in years.
   - Maya struggled with how to feel about and treat her mother.

After you have completed all activities in the **Comprehension Check**, review your answers. How did you do? Did you accurately interpret Maya's emotions and the inferences she made throughout the text? Take the time now to reread any part of the story you did not fully understand.

After you have reread any passages from the text, take a moment to reflect on the ways Maya felt about herself or how the way she was raised by her grandmother impacted her relationship with her mother.

As you move through the lessons in this unit, you will analyze and reflect on the lessons characters learn in the text. In a moment, you will practice identifying the theme or lesson learned in fables that you may have read in the past. A fable is a short story, typically with animals as characters, conveying a moral. While the memoir *Mom & Me & Mom* is not a fable, reading the fables in this activity will give you a quick way to practice identifying themes and lessons learned.

Now, complete the **Understanding Themes with Fables** activity.

### UNDERSTANDING THEMES WITH FABLES RESPONSES: ANSWER KEY

1. a. What did the Grasshopper learn? Grasshopper learned to work now and play later.
   b. Explain how your answer relates to the story: The grasshopper probably starved to death because he put off preparing for the winter.
2. a. What is the moral of the story? Don't be greedy.
   b. Explain how your answer relates to the story: Had the monkey just taken one cookie at a time, he could have enjoyed them.

3. a. What was the father's meaning? There is strength in unity.
   b. Explain how your answer relates to the story: By working together, the boys are able to break the sticks.

4. a. What is the moral of the story? Do not attempt the impossible.
   b. Explain how your answer relates to the story: The dogs attempt to drink the river but die.

5. a. What is the moral of the story? You cannot always change someone's nature by helping them.
   b. Explain how your answer relates to the story: The monkey is killed by trying to help the snake.

6. a. What lesson does the Bramble teach the Fir-Tree? Popularity can be a bad thing.
   b. Explain how your answer relates to the story: Because the Fir-Tree was in demand, he was killed.

7. a. What is the moral of the story? Some prizes are not worth it. Think through the risks before following your instincts.
   b. Explain how your answer relates to the story: The flies died because of their lust for honey.

8. a. What is the moral of the story? It is better to do one thing right than a hundred things incorrectly.
   b. Explain how your answer relates to the story: The fox was killed because of his indecision.

9. a. What is the moral of the story? Be wary of flatterers.
   b. Explain how your answer relates to the story: The fox charmed the meat from the crow. Had the crow resisted the flattery of the fox, she would have enjoyed her meal.

10. a. What is the moral of the story? Appreciate what you have.
    b. Explain how your answer relates to the story: The monkey became greedy and killed his golden goose. Had he respected the goose for what it was, he would probably still be getting golden eggs.

11. a. What is the moral of the story? Treat others as you would like to be treated.
    b. Explain how your answer relates to the story: The fox tricks the crane, but the crane returns the "favor."

12. a. What is the moral of the story? Question people's intentions.
    b. Explain how your answer relates to the story: Had they taken the Fox at his word, they all would have mutilated themselves.

13. a. What is the moral of the story? Someone always has it worse than you do.
    b. Explain how your answer relates to the story: The rabbits thought they were on the bottom of the food chain until they met the frogs.

---

**INTERACTIVE ACTIVITY**

You practiced identifying lessons learned and themes by reading summaries of several fables. If you enjoy fables, you can find more in the [interactive book of fables](#).
Today you completed a first read of *Mom & Me & Mom*, a memoir by Maya Angelou, getting a glimpse into a personal and frightening time in her life. You were able to see how three generations of family members responded to a unique experience.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Maya Angelou: Mom & Me & Mom and Learning to Love My Mother - Part 2

**Objectives**
- To compare text to media to identify common themes
- To write a compare-and-contrast essay

**Books & Materials**
- *Mom & Me & Mom* by Maya Angelou in myPerspectives Unit 1: Generations, Small-Group Learning
- ELA Journal
- Computer
- Index cards or sentence strips
- Dictionary
- Online notebook (optional)

**Assignments**
- Write a biographical paragraph about the author.
- First read of Maya Angelou: Mom & Me & Mom.
- Complete Comprehension Check activity.
- Complete close read for Mom & Me & Mom.
- Complete Analyze the Text activity.
- Complete Analyze Craft and Structure activity.
- Complete Conventions activity.
- Review video Learning to Love My Mother.
- Complete Comprehension Check.
- Complete closer review of Learning to Love My Mother.
- Write to compare prewriting and planning.
- Write a draft comparison-and-contrast essay that analyzes how Maya Angelou’s mother is portrayed.
- Review, revise, and edit your draft.
- Complete writing your draft.
- Analyze the theme of forgiveness in Mom & Me & Mom and Learning to Love My Mother.

**LEARN**

**GRAMMAR**

**FUNCTION OF PREPOSITIONAL PHRASES**

**Step 1**

You have been reading to understand details in a memoir. You can break down a sentence to understand how phrases function in the sentence and add meaning. One kind of phrase you can look for is the prepositional phrase. An author can use prepositional phrases to add details to a sentence.

Read this sentence from *Mom & Me & Mom*.

> When I heard my grandmother’s voice call out, I followed the voice and I knew she had made a mistake, but the pretty little woman with red lips and high heels came running to my grandmother.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.
Step 3

Your Learning Guide has divided this sentence into chunks. You can break down the sentence to think about the function of particular phrases. You can think about the function of prepositional phrases in a sentence.

Prepositional phrases show relationships between words in a sentence. A prepositional phrase always starts with a preposition. The function of the preposition is to show a relationship between the object of the preposition and another word in the sentence. The object of the preposition is the noun or pronoun in the prepositional phrase. There might be other words in the prepositional phrase that modify the object.

Can you find the prepositional phrases in the sentence? Point to them.

A prepositional phrase can function as an adjective or an adverb. When a prepositional phrase functions as an adjective, it answers this question: Which one? Which prepositional phrase in the sentence functions as an adjective? What is it modifying?

When a prepositional phrase functions as an adverb, it answers questions such as: How? When? Where? Which prepositional phrase in this sentence functions as an adverb? What is it modifying? What question is it answering?

Prepositional phrases allow a writer to be specific. Take the prepositional phrases out of the sentence. How does the meaning change?

When you read, you can break down a sentence to understand the function of prepositions and prepositional phrases. Put the prepositional phrases back in the sentence. How do they make the sentence clearer and stronger?

Step 4

You analyzed the function of prepositional phrases in the sentence. One prepositional phrase functions as an adjective. The other functions as an adverb. The author uses prepositional phrases to add details to the sentence. Without the prepositional phrases, the meaning of the sentence would not be as clear.

You can use prepositional phrases to add details to sentences, too. You can add details that answer questions such as: Which one? When? Where? How?

Look at the sentences about *Mom & Me & Mom*. What do you notice about them?

- The kiss makes Maya feel loved.
- The family goes to meet Bailey.

Add two prepositional phrases to make the meanings of the sentences clearer. Add one prepositional phrase that functions as an adjective and one that functions as an adverb.

Talk to your Learning Guide about the details your prepositional phrases add. What questions do they answer? How do they add meaning to the sentences?

How can understanding the function of prepositional phrases help you write stronger sentences?
Your Learning Guide has divided this sentence into chunks. You can break down the sentence to think about the function of particular phrases. You can think about the function of prepositional phrases in a sentence.

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Talk to your Learning Guide about the details your prepositional phrases add. What questions do they answer? How do they add meaning to the sentences? How can understanding the function of prepositional phrases help you write stronger sentences?

Step 1
To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- When I heard
- my grandmother's voice
- call out,
- I followed
- the voice
- and I knew
- she had made
- a mistake,
- but the pretty little woman
- with red lips and high heels
- came running
- to my grandmother.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means the narrator thinks the woman she sees can't be her mother, but the woman comes toward them and the narrator knows this is her mother.

Step 2
Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The author uses the adjectives pretty and little to modify woman. There's no comma because they are cumulative adjectives. The adjective pretty modifies the unit little woman.
- The phrase "my grandmother's voice" is a noun phrase. It's made of a noun, a possessive noun, and a possessive pronoun. The phrase is the direct object of the verb heard.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions:

- Where do you see more than one adjective used to modify a noun? Why is there no comma between the adjectives?
- Do you see a noun phrase? What are the parts of speech of the words in the phrase? How does the phrase function in the sentence?
Step 3
Your student should identify these chunks:
- with red lips and high heels
- to my grandmother.

Answers:
Adjective:
- with red lips and high heels
- The phrase is modifying woman.

Adverb:
- to my grandmother.
- The phrase is modifying running.
- It answers this question: Where?

Possible response: I don’t have as strong an image of which woman the narrator is talking about. I don’t know where the woman is running. She could be running anywhere. In the original sentence, the prepositional phrase that says where she runs is how I know the woman is the narrator’s mother. If I don’t know where she is running, I don’t get this clue.

Possible response: I can picture the woman and I know where she is running. It’s important to know she runs toward the narrator’s grandmother, because this shows that she knows the woman. It helps me understand that even though the narrator thinks this can be her mother, she actually is.

Step 4
Possible response: They’re vague. They’re not very detailed. The meanings aren’t very clear because they just show basic actions.

Your student might write sentences like these:
- The kiss from her mother makes Maya feel loved.
- The family goes to meet Bailey at the station.

Your student should say what questions the prepositional phrases answer and how they add meaning to the sentences. For example, your student would say the phrases answer these questions: Which kiss? Where do they meet him? Your student might say about the first sentence, “It adds meaning because it gives specific information about the kiss. Knowing that the kiss is from her mother is an important detail.”

Possible response: Understanding the function of prepositional phrases helps me understand how I can use them to add details to sentences. Without prepositional phrases, sentences would be vague.

Extension
You might extend the activity with your student by doing the following:

Have your student read this sentence:

When I heard my grandmother’s voice call out, I followed the voice and I knew she had made a mistake, but the pretty little woman with red lips and high heels came running to my grandmother.
LEARN ABOUT...

MAYA ANGELOU’S LIFE

You are going to be reading part of an autobiography by Maya Angelou. Before you do so, read this article, “Maya Angelou,” to help you learn more about this famous author. Click “Read More” to see the article. You will read two short biographies about Maya Angelou. You may want to compare them to see what similar and what different information they provide about this author. Sometimes when you are researching a person or other topic, it helps to read more than one source. After you read this article, you should know more about Maya Angelou’s life.

After you read, see if you can answer these questions about Maya Angelou’s life:

1. What was Maya Angelou’s name when she was born?
2. At which president’s inauguration did Maya Angelou recite a poem?

TEACHING NOTES

Your student will be reading a second background article about Maya Angelou here because later in the lesson your student will read part of this author’s memoir. Your student may want to compare the two short biographies he or she will be reading about Maya Angelou. After reading this article, your student should know more about Maya Angelou’s life.

1. What was Maya Angelou’s name when she was born? (Marguerite Johnson)
2. At which president’s inauguration did Maya Angelou recite a poem? (Bill Clinton)
In the last part, you were introduced to Maya Angelou, her mother, her grandmother, and her brother as they navigated a new experience. In a moment, you will reread the text and really analyze the characters to explore what they are feeling and why.

To complete a close read, you will need to reread small sections of the text and find important details as you read.

- **Paragraph 9**
  - Note details in the paragraph that contrast the different ways that the two generations of women in Maya's life express affection.
  - What can you infer from these details?
  - Why did the author include these details?

- **Paragraphs 42–43**
  - Note details in the paragraphs that show the author's attitude towards the past as she remembers and reports this conversation with her grandmother.
  - What can you infer from these details?
  - Why did the author include these details?

A good author can reveal subtleties and conflict in character through sympathetic descriptions of his behavior toward family members. An author's attitude towards the truth, especially in a memoir, can appear as an absence of the kind of commentary and description that we usually associate with attitude. In this memoir, the narrator is a younger version of the author. The ways the author grew and changed sometimes contribute to the theme of the memoir.

Now, reread *Mom & Me & Mom* in *myPerspectives* Unit 1: Generations, Small-Group Learning focusing on these paragraphs.

Write your answers in your ELA Journal.

**TEACHING NOTES**

**POSSIBLE RESPONSES**

- **Paragraph 9**
  - Her grandmother has never kissed her and does not show much affection but is proud of her, while her mother is very open about showing affection.
  - Vivian seems to be a free spirit. Grandmother is much more reserved. It may be that Vivian is demonstrating affection to stop Maya from remembering that she abandoned her. It may be that the grandmother has been careful not to show affection because she does not want to alienate Maya's affection from her mother. The author includes these details to show Maya's confusion and to demonstrate that different people have different ways of showing their love and different reasons for showing, or not showing, affection.

- **Paragraphs 42–43**
  - Grandmother does not approve because she feels that Vivian loves Maya and deserves respect as her mother.
  - The author wants her memory to speak for itself, without comment. She reports the details of the conversation in direct speech to preserve it as it happened and to pass it on precisely to the reader. She does not comment, for instance, on the fact that her grandmother addresses her as "sister." By including these details, the author allows the characters' voices to be heard by the reader, without being prejudged.
Were you able to identify details in the text that helped you infer the author’s feelings about her memories? Memoirs are unique because how you would have described a situation as a child is very different than how you might describe it as an adult who has learned many life lessons.

Next, you will reread paragraphs 45–48 and complete the Review and Clarify and Essential Question parts of the Analyze the Text activities. Think about some of the benefits and drawbacks when three or more generations live together in the same home.

Now complete the Review and Clarify and Essential Question parts of the Analyze the Text activities in the Making Meaning section. Write your response in your ELA Journal.

### ANALYZE THE TEXT POSSIBLE RESPONSES

1. **Review and Clarify:** She describes him going to their mother “as if hypnotized” (paragraph 46). Angelou feels betrayed by Bailey’s behavior toward their mother because they both experienced her neglect. Seeing her brother and mother act so lovingly toward each other makes Angelou feel even more alone.

2. **Present and Discuss:** Responses will vary. Remind your student to explain why he or she each passage he or she presented.

3. **Essential Question:** Maya Angelou learned the importance of patience and kindness from her mother and grandmother. She hopes that others will notice the importance of patience with themselves and with children.

### VOCABULARY

#### DENOTATION VS. CONNOTATION

Let’s learn about the difference between *denotation* and *connotation*. *Denotation* is the literal meaning, or dictionary definition, of a word. *Connotation* is the social meaning, or feeling, of a word. Connotation can be positive or negative. Look at the following list of words and decide which words have a positive connotation and which have a negative. Discuss your answers with your Learning Guide.

- smirk
- grin
- smile
- sarcasm
- sneaky

Watch [this video](#) to learn more about denotation and connotation.

Look at this example of denotation vs. connotation from *Mom & Me & Mom*. Reread p. 1 and find the word *looking*. The literal meaning, or denotation, of *looking* is “to direct your gaze, or eyes, on someone or something.” However, this word has a different connotation. In this story it means “to watch, or babysit, a small child.” This is the social meaning of the word.
Practice with some more words from this text. Reread the story and find the following words. In your ELA Journal, you will make a chart that lists the denotation and connotation for each vocabulary term.

<table>
<thead>
<tr>
<th>Word</th>
<th>Denotation</th>
<th>Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>(p. 6) A child who was recently born.</td>
<td>Someone, younger than you, that you love like your own child.</td>
</tr>
<tr>
<td>looking</td>
<td>(p. 6) To direct one's gaze on someone or something.</td>
<td>to be pretty or beautiful.</td>
</tr>
<tr>
<td>along</td>
<td>(p. 11) To extend in a horizontal line; in the company of others.</td>
<td>how a person is doing; the quality of a person's life.</td>
</tr>
</tbody>
</table>

TEACHING NOTES

Discuss the difference between denotation and connotation. Your student should tell you the connotation of all of the provided words. *Smile* and *grin* have a positive connotation, while *smirk*, *sneaky* and *sarcasm* have a negative connotation.

Help your student locate each word in the text and read the sentence. Your student should use a dictionary or background knowledge to come up with the denotation. Help your student use sentence-level connections to determine the connotation. If your student is struggling, ask these questions:

- Does this word feel positive or negative?
- What is happening in this paragraph?
- What does this word or phrase mean in this paragraph?

Narrative nonfiction is storytelling based on true events. Though artfully written, the story must be true in order to be classified as nonfiction. Since they are often autobiographical, nonfiction narratives are usually written as first-person narratives; that is, the author is telling their own story as a personal essay, a diary, or, in Maya Angelou’s case, a memoir. Think about how this influences the portrayal of characters.
Remember that authors reveal information about characters through the words and actions that they choose to include, and that your ideas about characters may change as you continue to read.

Now complete the Analyze Craft and Structure activity in the Making Meaning section. You may complete these activities in your ELA Journal, on a copy of the text if you have one, or in an online notebook.

### TEACHING NOTES

#### ANALYZE CRAFT AND STRUCTURE ACTIVITY POSSIBLE RESPONSES

<table>
<thead>
<tr>
<th>Person</th>
<th>Words and Actions in Text</th>
<th>Inference About Character Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandmother</td>
<td><em>My grandmother took my hands. ‘Sister, there is nothing to be scared for. She is your mother, that’s all. We are not surprising her.’</em> (Paragraph 3)</td>
<td>nurturing</td>
</tr>
<tr>
<td>Maya</td>
<td><em>I wanted to sink into the ground. I wasn’t pretty or even cute. That woman who looked like a movie star deserved a better-looking daughter than me. I knew it and was sure she would know it as soon as she saw me.</em></td>
<td>insecure</td>
</tr>
<tr>
<td>Mother</td>
<td><em>“Maya, Marguerite, my baby.” Suddenly I was wrapped in her arms and in her perfume. She pushed away and looked at me. “Oh baby, you’re beautiful and so tall. You look like your daddy and me. I’m so glad to see you.”</em></td>
<td>affectionate</td>
</tr>
</tbody>
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#### ANOTHER WAY

### IDENTIFYING CHARACTER TRAITS

If you find it challenging to complete the chart identifying character traits, go back to the memoir and re-read paragraphs 1–9. Use the highlighting tool to highlight details that reveal character. These details should be things characters think, say, and do.

Think about how the characters’ thoughts, words, and actions show their traits. To do this, you can look at each detail you highlighted and ask yourself, “What kind of person acts in this way or says or thinks things like this?” See if you can answer in one word. The answer to that question will be a character trait.

Once you have done this, go back and complete the chart.
How did you do? Were you able to identify key character traits of Maya, her mother, and her grandmother? If you had difficulty, reread the text, focusing on paragraphs 1–9.

Next, you will explore independent and dependent clauses in the text.

**Independent and Dependent Clauses**

- A clause is a group of words that has both a subject and a verb.
- An independent clause has a subject and a verb, and it can stand by itself as a sentence.
- A dependent, or subordinate, clause has a subject and a verb, but it cannot stand alone as a complete sentence.

**Remember:**

- The subject of a sentence or clause is the person, place, or thing that is doing something or being something.
- Verbs express physical and mental action or a state of being. Every sentence must have a verb.

Now complete the Read It and Write It Conventions activities in the Language Development section. You may complete these activities in your ELA Journal, on a copy of the text if you have one, or in an online notebook.
c. independent
d. dependent

2. Independent – I liked to hear her laugh.
   Dependent – because I noticed that she never laughed at anyone.

WRITE IT POSSIBLE RESPONSES

Paragraphs will vary, but make sure students identify independent and dependent clauses correctly.

How did you do? Were you able to incorporate independent and dependent clauses into your paragraph as you described how Maya's interactions with her mother changed before and after Bailey's arrival?

Today you analyzed Maya's interactions with her family and noted how the author shared her feelings about the characters at the time, based on what she chose to include in the text. Next, you will learn more about Maya Angelou's relationship with her mother based on her perspective as an adult.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you reread an excerpt from *Mom & Me & Mom* and analyzed the way Maya used details to describe the interaction and feelings she had while meeting her mother for the first time. Now you will explore Maya's memories of her relationship with her mother from the perspective of an adult.

In a moment, you will view the video *Learning to Love My Mother* (02:39) in *myPerspectives* Unit 1: Generations, Small-Group Learning. As you watch the video, annotate your thoughts in your ELA Journal. Think about the following questions:

- Is love for one's mother or grandmother automatic? Does the title seem strange to you?
- What might be the outcome when adults reflect on their life experiences through the eyes of a child?

**TEACHING NOTES**

Encourage your student to watch how the interviewer and the subject interact with one another. Remind your student to write down those exchanges in the interview that he or she finds interesting and wishes to revisit during his or her close review. Your student should connect Angelou’s relationship with her mother to real-life or fictional relationships he or she has seen.
Now you have heard Maya’s thoughts in her own words. Think about how her reflections and descriptions of the lessons she learned about her mother are different as an adult than from those noted in her memoir from the perspective of a child.

Now complete the Comprehension Check in the Making Meaning section. Write your response in your ELA Journal.

### COMPREHENSION CHECK POSSIBLE RESPONSES

1. Maya Angelou’s grandmother spoke slowly, was patient, and was kind. Vivian Baxter “spoke fast,” “wore lipstick,” “wiggled,” and “always had records on.”
2. Vivian Baxter accepted that her daughter referred to her as “Lady.”
3. According to Angelou, Vivian Baxter would have thought that, were there to be an African American president, “it should have been her.”
4. Angelou feels two lessons people should learn are that, first, they should “exercise patience with themselves so they can forgive themselves for all of the dumb things that they do,” and secondly, they should exercise patience with their children and “learn to be a little kinder.”
5. One reason Maya Angelou forgives her mother is that she sensed her mother’s love for her.
6. She learned to look past her mother’s shortcomings and found that she was actually a very kind person. She reiterated that “love” helped her form a strong relationship with her mother. Her advice to others is to exercise patience with themselves first, then learn to exercise it with others.

### FLUENCY

**Reading with Expression and Phrasing**

Great readers read with expression and read with phrasing. Expression means making your voice match the mood and feeling of the words. Phrasing means grouping words together into units of meaning. When readers read word-for-word, without phrasing, they sound like robots, which is not fluent reading.

While reading "A Simple Act," you practiced using your explaining voice to read with expression and then used the rules of phrasing while reading An Invisible Thread. Now let’s put both of these skills together to help you read fluently.

Rules for reading with expression and phrasing:

1. Phrases will typically be two or three words but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
3. Always end phrases when you see a comma.
4. Phrases will always start or stop at the beginning or end of quotation marks.
5. Change your tone of voice when reading dialogue.
6. Think about how the character feels and what is happening in the story.
7. Raise or lower your voice for text size, italics, or bold print.
Go to your e-text for *Mom & Me & Mom* and listen to the audio of a reader who reads with expression. The reader is using a storytelling voice and reads with phrasing. This memoir is written like a story, so the reader used her storytelling voice when reading aloud.

Take a look at the **Fluency Rubric** and look over the sections on reading with expression and reading with phrasing.

Now you will practice rereading paragraphs 1–7 in *Mom & Me & Mom*. Read the paragraphs one time through, using the rules of expression and phrasing.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Think about your expression and phrasing on the page.

1. Did you think about how the character feels and what is happening in the story?
2. Did you use your storytelling voice?
3. Did you read in phrases of two or three words, paying attention to the punctuation?

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

### TEACHING NOTES

Discuss with your student how reading with expression and phrasing helps with reading fluency because it helps readers make meaning of the text.

Listen to the audio in the e-text of *Mom & Me & Mom* from 0:51 to 3:05.

Show your student the **Fluency Rubric** and discuss what fluent reading should sound like. Focus on the sections about reading with expression and reading with phrasing.

Your student will go to *Mom & Me & Mom* and read paragraphs 1–7 one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression using a storytelling voice. Praise your student if he or she read in phrases.

Now record your student reading the text two more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Discuss whether your student continued to read with phrasing in a way that supported the meaning of the words together. Look over the rubric and discuss how your student did.

If your student is continuing to make mistakes on words, phrasing, or expression, model reading the page for your student line-by-line and have your student echo it back to you. [Refer to this video for guidance.](#)

Watching an interview can be a little different than reading a text, mainly because it moves at the pace of the speakers instead of the pace that you usually read. Remember that you can pause or rewind a video as many times as you need to in order to understand the message of the participants.
In a moment you will re-watch Maya's interview and write down any details you feel are important. As you complete a close review of the video, focus on the following segments of the interview and think about the following questions:

- 0:41 to 1:31 in the video:
  - Note details in the video that support Angelou's claim that “Love heals—not sentimentality, but love.”
  - What can you infer from these details?
  - Why did the interviewer include these details?
  - What did Maya Angelou learn when she visited her mother?

Now complete the Close Review and write your responses in your ELA Journal.

### TEACHING NOTES

If your student had difficulty focusing on or following the video, try having him or her watch the video in 30-second chunks.

**0:41 TO 1:31 POSSIBLE RESPONSES**

- When Maya Angelou first lived with her mother at the age of thirteen, it was love that helped her overcome her initial feelings of abandonment. She learned to love her mother after the kindness that her mother exhibited. Angelou feels that her mother’s love healed her and helped her get over all the terrible feelings she experienced during her childhood.
- The interview shows that Angelou knew and accepted her mother for who she was, not what she’d like her to have been (which would have shown sentimentality). There was no sentimentality in her attitude at the time to a mother who had abandoned her as a baby, nor has she developed any sentimentality toward her over the years. Her answer to Maher’s question about how she got past her feelings of abandonment is spontaneous and clearly true: “She loved me” (0:55)—love healed her of her anger. Her mother had no sentimentality either: she accepted her daughter’s refusal to call her “mother.” Maher included these details to help the viewer understand how Angelou grew to love her mother.

**CLOSE REVIEW POSSIBLE RESPONSES**

- Answers will vary. Your student should provide evidence for his or her thinking based on evidence from the video.
- Maya Angelou learned the importance of patience and kindness from her mother and grandmother. She hopes that others will notice the importance of patience with themselves and with children.
Review your answers. Did you use details from the interview to support your responses? Remember, a good interviewer will look for clarification and evidence to support claims made by the interviewee. These are the details that you can use as a good writer to support your responses.

In this part, you analyzed an interview with Maya Angelou to identify the lessons she learned from her mother and grandmother as a child. You are building your skills as a good listener and reader by identifying details that are directly stated and inferred by the author. In the next part, you will use your creativity to highlight your understanding of Maya Angelou’s relationship with her family through your writing.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Now, you are going to prepare to write a compare-and-contrast essay in which you analyze the similarities and differences in the way each medium portrays Maya Angelou and her relationship with her mother.

When comparing the text and the video, there are a few factors to consider as you locate similarities and differences between the video interview and the text. For example, while watching the video, you should consider the set, tone, and the interviewer’s questions. In the text, you should consider the topic or subject, main idea, word choice, dialogue, and plot.

In a moment, you will begin the prewriting and planning stage of your assignment. This stage will help you organize your thoughts and identify important details to include in your essay. Use the Prewriting and Planning chart and answer the questions below the chart in the Effective Expression section to organize your ideas before creating your first draft.

Now complete the Prewriting and Planning chart and answer the questions below the chart in the Effective Expression section in myPerspectives Unit 1: Generations, Small-Group Learning.
Before you begin drafting, decide how you will organize information for your compare-and-contrast essay. Choose the method to best suit your purpose:

- **Block Method**: Present all details about one of your subjects. Then, present all details about your next subject. This method emphasizes the subjects being discussed, since each gets its own treatment.
- **Point-by-Point Method**: Discuss one aspect of both subjects, then another aspect of both subjects, and so on. This method emphasizes the points of comparison rather than the subjects being compared.

Regardless of the method you choose, be sure each of your main points is stated clearly and supported by evidence from the selections. Remember to pay special attention to transition words as you draft your essay. Transition words are key in helping readers understand a writer’s analysis.

Now, review transition words and phrases in Drafting in the Effective Expression section. Then begin writing the draft of your compare-and-contrast essay.
In this part, you began drafting your compare-and-contrast essay, using the block or point-by-point method. This is your chance to be the author and to express your ideas through writing! In the next part, you will review and revise your writing to create a polished product.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

In the last part, you took on the role of author and began writing a draft of your compare-and-contrast essay. Today you will revise, review, and edit your essay. Good writers use this time to make changes to polish their work by checking for errors, adding transition words and making sure that supporting details are clear in the text.

Think about the following questions as you revise, review, and edit your essay:

- Are the main points of the essay clearly stated? Is each point supported with evidence in the text?
- Is the essay clearly organized using either the block method or the point-by-point method?
- Are the relationships between ideas clarified by transition words and phrases?
- Is your essay free from errors in grammar, spelling, and punctuation?

Now use the revise, review, and edit section of your etext to finish your essay.

TEACHING NOTES

Encourage your student to reread his or her essay silently and then out loud to make sure that it makes sense to the reader. Reading something out loud helps the writer to notice errors that their eyes may have easily skipped over or missed while reading silently.
Congratulations on completing your compare-and-contrast essay! Today you demonstrated your understanding of the relationships between Maya Angelou and her family, as well as an understanding of the different ways an author can express thoughts and memories. Writing essays gives you an opportunity to express multiple thoughts on a topic and demonstrate deep understanding of a topic.

Quick Check

Please go online to view and submit this assessment.

More to Explore

To learn more about transition words in compare-and-contrast essays, watch the video *Writing to Compare and Contrast* (01:52).

In this part, you wrote a compare-and-contrast essay to highlight the different ways that Maya Angelou presented information about her family through text and video. By using details from the video and text, as well as transition words in your essay, you demonstrated an understanding of the lessons one generation learns from another.
Now you will write two to three paragraphs in which you answer this prompt:

Describe how Maya Angelou develops the theme that forgiveness provides relief in both the excerpt from "Mom & Me & Mom" and in her interview in myPerspectives Unit 1: Generations, Small-Group Learning.

Think about the following questions:
- What descriptive details do the text and video provide?
- Are there any quotes to support your response?

As you write your response, remember to use details and pieces of textual evidence to support your analysis of the text. Using evidence improves the strength and credibility of your response. Whenever you state an idea or response to a question, use examples from the text to support your response. As you write, include details from the text and at least two examples of textual evidence.

You may practice writing your response in your ELA Journal. As you are brainstorming ideas for your paragraphs, think about Maya's tone in the interview and how she highlighted the lessons she learned from her family. How were these lessons highlighted in the text?
USE FOR MASTERY

Now, write two to three paragraphs that describe how Maya Angelou develops the theme that forgiveness provides relief in both the excerpt from "Mom & Me & Mom" and in her interview.

Upload your answer below.

Supported file formats: PDF, JPG, GIF, PNG, Word

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Write an introduction that addresses how Maya Angelou developed the theme that forgiveness provides relief in both texts?
- Develop the topic with at least two relevant pieces of evidence that supports it?
- Use transitions to create cohesion and clarify the relationship among ideas and concepts?
- Use precise language and relevant vocabulary to explain the topic while maintaining a formal style?
- Write a concluding statement or section that emphasizes the main topic?
- Make sure to check for and fix any spelling or grammatical errors?
LEARN ABOUT...

SENIOR CITIZENS AND KIDS

You are going to be reading about senior citizens using technology. Before you do so, read this article, "Kids and Seniors," to help you learn more about senior citizens. Some words in the article may be unfamiliar to you. If needed, you may use this dictionary to help you. After you read this article, you should know more about senior citizens.

After you read, see if you can answer these questions about senior citizens:

1. What kinds of programs do some places for senior citizens have to keep them interested?
2. What are programs for seniors and kids interacting called?

TEACHING NOTES

Your student will be reading a background article about senior citizens here because later in the lesson your student will read about senior citizens using technology. If needed, your student may use a dictionary to help understand unfamiliar words. After reading this article, your student should know more about senior citizens.

1. What kinds of programs do some places for senior citizens have to keep them interested? (visual arts activities, dance classes, music lessons, and activities with kids)
2. What are programs for seniors and kids interacting called? (intergenerational engagement)
You recently compared the way Maya Angelou described her childhood in text and media as you wrote a compare-and-contrast essay. By exploring the ways memories are shared from the perspective of a child and an adult, you analyzed how love has the power to heal relationships. As you read in A Simple Act and An Invisible Thread, people can build impactful relationships with strangers who are part of a different generation. Now, you will explore how younger generations can share important skills and knowledge with older generations.

In this lesson, you will complete your first read of “Tutors Teach Seniors New High-Tech Tricks.” As you prepare to read, imagine yourself as a senior citizen. How do you look, feel, hear, and move? Consider how your needs and abilities might impact your ability to learn new skills.

Before reading the text, read the information in the Background section of your textbook. The Background section comes before the main text and will give you additional information about the text.

As you read, think about situations where young people have knowledge and skills they can teach older people. After you have read, complete the Comprehension Check in the Making Meaning section. Write your responses in your ELA Journal.

Now read Tutors Teach Seniors New High-Tech Tricks in myPerspectives Unit 1: Generations, Small-Group Learning and think about the following questions:

- What are some challenges seniors face in their daily lives?
- Why might seniors find new technology difficult to use and even reject it?

**VOCABULARY**

- struggling
- frustrated
- impairments

---

**TEACHING NOTES**

Encourage your student to notice what prompts people in the selection to come together as well as what happens for individuals because of those meetings.

Possible responses: Seniors in the article were struggling to use technology, so they joined a group allowing them to be taught by teenagers who understand technology. Several examples of seniors struggling to use technology were featured in the text.
Your student should be jotting down his or her ideas in the ELA Journal to the questions above while reading and noting important sections of text. As your student annotates the reading, remind him or her to make connections between his or her own life and ideas in the selection.

If your student has difficulty understanding all the words in the text, encourage him or her to keep reading and try to figure out the meaning from the events in the story. If he or she is still having difficulty, point out the definitions of the words listed in the selection.

After you have read, complete the Comprehension Check activity in the Making Meaning section. Write your responses in your ELA Journal. Remember, to practice good writing skills and use the details noted in the text to support your opinion and answers.

Think about who is speaking in the text and the details they are sharing with readers. These details are often noted in direct quotes. The writer uses double quotation marks to enclose a direct quotation (the exact words spoken by someone). These exact words help you identify the feelings and thoughts of the speaker.

Now, complete the Comprehension Check activity in the Making Meaning section of your textbook.

**TEACHING NOTES**

**POSSIBLE RESPONSES TO THE COMPREHENSION CHECK**

1. Norr turned to her teenage children for help with her own computer problems.
2. Seniors want to be able to use email and social media and operate smartphones and other electronic devices.
3. They could take photos but could not send them electronically.
4. Teenagers used various devices to simulate sensory and physical impairments.

Please note that your student's summary should be in paragraph form and contain the following information:

**Who:** Pamela Norr, Head of the Council on Aging; Sigrid Scully, senior; Tucker Rampton, teen; Jean Coppola, Professor; and many other teens and seniors

**What:** TECH (Teenager Elder Computer Help) and other programs have teens helping seniors solve computer problems

**Where:** Central Oregon; New York

**When:** Ongoing

**Why:** Seniors are often confused by modern technology and require help. Teens are often technologically adept and require no special training to help seniors.

**How:** Teens meet with seniors and find hands-on, on-site solutions to their problems with technology.

After you have completed all activities in the Comprehension Check, review your answers. How did you do? Good readers use punctuation and vocabulary to help them get to know the characters and focus on important events in the text. Take the time now to reread any part of the story you did not fully understand.
After you have reread any passages from the text, take a moment to reflect on the ways young people were empowered to teach older people in the text.

In a moment, you will use your close reading to understand how the author feels in the text. Complete each of the questions below in your ELA Journal:

- In paragraphs 2–5, Mark details in these paragraphs that demonstrate the way the author seems to feel about her subject. What can you infer from the details the author included in the text? Why were these details important?
- In paragraphs 12–13, how has helping seniors with tech problems changed Tucker Rampton's perspective? How has reading the selection changed your perspective?

Now, complete the Close Reading activities for these paragraphs in your ELA Journal.

### TEACHING NOTES

If your student is having difficulty understanding the needs or frustrations of the older generation in the text, ask him or her to think about how technology has changed in their lifetime. What were cellphones like when they were younger? This may help your student make connections to what it is like to learn new technology.

#### POSSIBLE RESPONSES

**Paragraphs 2–5**
- The author is warm and friendly toward her readers and determined to make a potentially difficult subject as easy as possible. She adopts a chatty, personal tone as she tells Pamela Norr's story.
- The author personalizes the problem that she is addressing, so that in these paragraphs we are reading "Pamela Norr's story." Phrases like "the light bulb went off," and "yet again" involve the reader with Norr. By including such details, the author is helping readers relate to Norr's problem. It is probable that most of her readers know seniors with these problems or are themselves seniors.

**Paragraphs 12–13**
- Tucker was forced to think about life before the internet, which helped him to be more patient and understanding.
- Answers will vary.

Take a minute to review your answers. How did you do? Did the vocabulary and quotations help you understand and identify the feelings, concerns, and lessons learned in the text?

### INTERACTIVE ACTIVITY

Next, you will watch a video showcasing a program where young people teach seniors about technology. Write your thoughts about the video and your responses to the Media Connection activity in your ELA Journal. What benefits do young people get when they teach seniors about technology and the internet?
Now, go to the Making Meaning section of your textbook and the Media Connection activities to watch the video in myPerspectives Unit 1: Generations, Small-Group Learning and complete the Media Connection in the Making Meaning.

**TEACHING NOTES**

Answers will vary. Remind your student to include examples from the video to support his or her analysis of the benefits young people get when they teach seniors about technology and the internet.

One possible response may be: Young people learn patience as they teach seniors new and unfamiliar skills.

In this part, you completed a first read of “Tutors Teach Seniors New High-Tech Tricks.” You then reread the text to analyze the benefits and impact of the program on the young people and seniors in the text. In the next part, you will use your creativity and writing skills to develop a multimedia presentation.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**Tutors Teach Seniors New High-Tech Tricks - Part 2**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
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| • To identify relevant evidence that support analysis of the text  
• To write an objective summary of the text  
• To create a multimedia presentation to demonstrate understanding of the impact of generational relationships | • Tutors Teach Seniors New High-Tech Tricks by Jennifer Ludden in myPerspectives Unit 1: Generations, Small-Group Learning  
• ELA Journal  
• Computer  
• Index cards or sentence strips | • First read “Tutors Teach Seniors New High-Tech Tricks” by Jennifer Ludden.  
• Complete Comprehension Check activity.  
• Complete a close read of “Tutors Teach Seniors New High-Tech Tricks.”  
• Complete Analyzing the Text activity.  
• Complete Media Connection activity.  
• Complete Analyze Craft and Structure activity.  
• Create a multimedia presentation. |

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**LEARN**

**GRAMMAR**

**PLACING MODIFIERS**

**Step 1**

You have been reading to understand the main idea of a news article. When you read, you can think about how an author places phrases correctly in a sentence. The placement of a phrase can affect the meaning of a sentence.

Read this sentence from “Tutors Teach Seniors New High-Tech Tricks.”

> A week after Christmas, many Americans are no doubt trying to figure out how to use the high-tech gadgets they got as gifts.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. You can break down the sentence to think about the placement of phrases. The placement of a phrase can affect the meaning of the sentence.

How does the phrase on the first chunk function in the sentence?

Take the first chunk out of the sentence. Move it to the end of the sentence. How does this change the meaning?

When a phrase functioning as a modifier is in the wrong place in a sentence, the meaning of a sentence can be confusing. An incorrectly placed modifier is called a misplaced modifier.

In most cases, a modifier should be near the word or phrase it modifies. If it’s too far away, it’s hard to understand what the author meant to modify, like when you move the first chunk to the end of the sentence.
In this sentence, the author was careful to put the phrase “A week after Christmas” in the right place. Put it back at the beginning of the sentence. Do you see how this makes the meaning clear? You know that the action of trying to figure out the gadgets is happening a week after Christmas.

Why do authors place modifiers carefully?

Step 4

In this sentence, the phrase “A week after Christmas” functions as an adverb. The author placed the phrase carefully so the meaning of the sentence is clear. The author put the modifier close to what it is modifying.

When you write, you also need to place modifiers close to what they modify, too. This will help you avoid misplaced modifiers.

Look at these sentences about “Tutors Teach Seniors New High-Tech Tricks.”

- Seniors are interested in taking pictures and sharing the photos their families using digital cameras.
- The unused senior’s computer gets new life after a few training sessions with teens.

How do these show examples of misplaced modifiers?

Correct the sentences by changing the placement of the misplaced modifiers.

Why is it important to be careful when you place modifiers in a sentence?

TEACHING NOTES

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- A week after Christmas,
- many Americans
- are no doubt
- trying to figure out
- how to use
- the high-tech gadgets
- they got
- as gifts.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that many people get gifts they don’t know how to use because of the technology.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.
Your student may make observations such as: The phrase "the high-tech gadgets" is a noun phrase. It’s made of an article, an adjective, and a noun. It functions as the direct object of the verb to use.

Your student may make more observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: Do you see a noun phrase? What are the parts of speech of the words in the phrase? How does the phrase function in the sentence?

**Step 3**

*Answer:* It functions as an adverb. It tells when the main part of the sentence is happening.

*Answer:* It looks like they got the gifts a week after Christmas.

*Possible response:* So the meaning of the sentence is clear.

**Step 4**

*Answer:* In the first sentence, it looks like “using digital cameras” is answering how they share the pictures. In the second sentence, it looks like the senior is unused.

Your student might make the following corrections:

- Seniors are interested in taking pictures using digital cameras and sharing the photos with their families.
- The senior’s unused computer gets new life after a few training sessions with teens.

*Possible response:* It’s important because the placement of the modifier affects the meaning of the sentence. I need to make sure I’m not writing a sentence that means something other than what I want it to.

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

> A week after Christmas, many Americans are no doubt trying to figure out how to use the high-tech gadgets they got as gifts.

Then say, “This sentence shows an example of a carefully placed modifier. When you write, you need to think about how modifiers affect the meaning of a sentence. A misplaced modifier is a modifier that is too far from what it’s modifying. You can avoid misplaced modifiers by thinking carefully about where you put words and phrases in a sentence. Let’s write sentences for each other with misplaced modifiers and then correct them.”

Have your student write a sentence or two with a misplaced modifier. You do the same. You might invite your student to write sentences in which the misplaced modifiers have a humorous effect. Then trade sentences and correct them. Explain to each other the corrections you made and how they clarify the meaning of the sentence.

For example, your student might write something like this:

- I saw a girl walking her dog in a winter coat and gloves.
The misplaced modifier makes it seems as if the dog is wearing the coat and gloves. This can be corrected by moving “in a winter coat and gloves” to the middle of the sentence so the phrase is closer to the noun it is modifying (girl):

- I saw a girl in a winter coat and gloves walking her dog.

You might extend this activity further by having your student look at newspaper and website headlines in search of misplaced modifiers. Then have your student correct the misplaced modifiers he or she finds.

Ask, "What has this activity shown you about the importance of placing modifiers correctly?"

Possible response: A misplaced modifier can make the meaning of a sentence ridiculous or funny. If I want something to be taken seriously, I need to make sure the meaning of my sentence is clear.

In the last part, you completed a first read of Tutors Teach Seniors New High-Tech Tricks in myPerspectives Unit 1: Generations, Small-Group Learning and analyzed how generations can learn from each other from the perspective of young people teaching older generations new skills. Now, you will analyze the ways authors develop the main or central idea of the text. Although authors often put their central ideas at the beginning of articles, they sometimes don’t reveal the central ideas until the conclusion.

The central idea, or main idea, is the most important point in a text. Sometimes the writer directly states the central idea of a text. More often, the central idea is unstated, or implied. When a central idea is implied, readers must make inferences, or educated guesses, from the details included in the text to determine the central idea.

Now complete the Analyze Craft and Structure in the Making Meaning section. Write your responses in your ELA Journal.

### TEACHING NOTES

#### Analyze Craft and Structure Possible Answers

1. The article indicates that teens are frequent users of social media and the internet. Some are studying computer science, and many understand technology that is confusing to seniors.

2a. The table below illustrates the benefits of tech tutoring:

<table>
<thead>
<tr>
<th></th>
<th>What They Need</th>
<th>What They Provide</th>
<th>How Group Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>Seniors have difficulty with high-tech gadgets.</td>
<td>Seniors give respect to their teen teachers.</td>
<td>Seniors master new technology skills.</td>
</tr>
<tr>
<td>Teens</td>
<td>Teens need appreciation and approval.</td>
<td>Teens share technology expertise.</td>
<td>Teens gain confidence.</td>
</tr>
</tbody>
</table>

2b. The seniors lack technical expertise, and the teens feel like they do not get the respect they deserve. Their needs match up well because the tech tutoring gives each group what it needs.

3. The quotations make the participants immediate, real, and convincing. Hearing actual people speak helps illustrate the central ideas and gives the ideas more weight.

4. This detail connects with the central idea that seniors and teens can develop bonds when teens teach seniors new skills. The Facebook friendships are examples of those bonds.
**ANOTHER WAY**

**CENTRAL IDEA**

If you find it challenging to identify the central idea of the article, you can go back and read it again with one question in mind. Ask yourself, *What is the author’s main point, or argument?* Highlight the details that seem to show a main point or argument. When you are done reading, look at what you highlighted. What ideas do those details have in common?

After you analyze the details, go back and answer the Analyze Craft and Structure questions.

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### TEACHING NOTES

If your student is struggling to identify the central idea of the article, have him or her reread it with this question in mind: *What is the author’s main point, or argument?*

Have your student highlight details that seem to support a main point or argument. Your student can do this by using the cursor to highlight text and then selecting “Highlight” in the pop-up. Have your student analyze what he or she highlights as directed.

For example, your student might highlight these details:

- teen tutor was personable and used plain language.
- teaching tech to seniors has changed his perspective.
- whole thing is a bonding experience for both generations

Your student might then say that all these details have the following in common: They show the benefits the program has for both seniors and teens.

Have your student continue analyzing what he or she highlighted in this fashion. Then have your student return to the Analyze Craft and Structure questions.

Review your answers. Did you accurately identify the central ideas in the article? If you had difficulty identifying the central idea, reread the article and focus on this question: *What is the author’s main point, or argument?*

In a moment, you will use technology to create a multimedia presentation. You will create a multimedia presentation in which you incorporate text, charts, images, videos, music, or other media that help you to convey your ideas effectively. Choose from the following topics:

- An *instructional brochure* in which you explain to seniors how to use a technology application
- A *program proposal* in which you present an idea for a program that would connect teens and seniors in new ways
Make a list of tasks you will need to carry out to develop your presentation. The **Project Plan Chart** in the **Effective Expression** section will help you organize your thoughts.

Organize your project plan by making a script that includes speakers’ lines and indicates media cues. Then, practice your presentation before you present it the final product. Use the following techniques:

- Record yourself and then play the recording to ensure you are speaking clearly and with adequate volume.
- Work on transitions between various media to ensure the presentation flows smoothly.
- Time your presentation to ensure that it is paced appropriately. Slow down when necessary so that your audience can understand what you are saying.

You will find a rubric to evaluate your presentation in Speaking and Listening: Part 2 in the Performance-Based Assessment section of the unit. Your presentation can be developed using online tools (e.g., [Canva](https://www.canva.com)). Review your work and then present your brochure or proposal to an audience of your choosing and invite questions when you are finished.

---

**TEACHING NOTES**

Encourage your student to decide which option allows him or her to demonstrate his or her greatest strengths best. If, for example, he or she has a broad range of musical interests and is a proficient musician, he or she might use text and music in a program proposal. If he or she knows how to use video editing software and has access to a camera or phone with video capabilities, he or she might decide to make a short film.

The bullet points in this section will help your student organize his or her presentation and think through the essential ingredients of an effective presentation. Encourage your student to practice in front of a mirror or film rehearsals so he or she can see how the presentation flows.

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What did you think of your final product? Were you able to clearly address your topic in the format that you chose based on the project rubric?

In this part, you identified the central or main idea of an article and created a multimedia presentation to creatively demonstrate your understanding of the benefits of relationships between younger and older generations.

---

**QUICK CHECK**

Please go online to view and submit this assessment.
MORE TO EXPLORE

To review central ideas, watch the video Central Ideas (01:15).

After watching the short video on central ideas, you can practice identifying central or main ideas by playing the Hamburger Game.

VOCABULARY

WORD SOLVING STRATEGY: ROOT WORDS AS CONTEXT CLUES

Many words share a common root word. This means that part of the word is the same. This root can give you a clue to the meaning of the word. You will learn how to use your knowledge of root words to help solve unfamiliar words. This word solving strategy is called Root Words as Context Clues.

First, let's look at an example from “Tutors Teach Seniors New High-Tech Tricks.” Reread p. 11 and find the word transmit. The root of this word is trans which means “across,” so any word with this root has to do with across. You can now use this knowledge, along with sentence-level connections, to figure out that transmit means “when one person shares something across to another person.”

Take a look at some common roots and their meaning:

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>chron</td>
<td>time</td>
</tr>
<tr>
<td>liber</td>
<td>free</td>
</tr>
<tr>
<td>leg</td>
<td>law</td>
</tr>
<tr>
<td>mob</td>
<td>move</td>
</tr>
<tr>
<td>form</td>
<td>to shape</td>
</tr>
</tbody>
</table>

Use the root word chart to determine the meaning of the bolded words in the following sentences. Write your words and definitions in your ELA Journal. When you are done add your new words to your word wall and use them in writing and speaking. Add Root Words as Context Clues as a Word Solving Strategy to your chart from Lesson 1.

- The teen girl wrote her autobiography in chronological order, beginning with the day she was born.
- The prisoner was thrilled to be liberated after 25 long years in jail.
- While some people believe the legal system is flawed, others believe our country’s laws help keep people safe.
- He worked hard to regain mobility in his leg after his cast was removed.
- She didn't want to conform to what other people told her to do; she wanted to be her own person.
The prisoner was thrilled to be liberated after 25 long years in jail. While some people believe the legal system is flawed, others believe our country’s laws help keep people safe. He worked hard to regain mobility in his leg after his cast was removed. She didn’t want to conform to what other people told her to do; she wanted to be her own person.

Your student will read each sentence and use root word definitions and sentence-level connections to figure out the meaning of the words in bold. If your student gets stuck, ask the following questions to guide your student:

- Have you heard this word before?
- Do you know any other parts of this word?
- Does this sound like any other words you know?
- What clues in the sentence, can help you figure this out?

Possible responses:

<table>
<thead>
<tr>
<th>Word</th>
<th>Root Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>chronological</td>
<td>chron</td>
<td>in order according to time</td>
</tr>
<tr>
<td>liberated</td>
<td>lib</td>
<td>to make someone free</td>
</tr>
<tr>
<td>legal</td>
<td>leg</td>
<td>Based on the law, a system of laws</td>
</tr>
<tr>
<td>mobility</td>
<td>mob</td>
<td>the ability to move</td>
</tr>
<tr>
<td>conform</td>
<td>form</td>
<td>to change your beliefs to fit in or conform</td>
</tr>
</tbody>
</table>

When your student is finished, he or she should add the new words to the word wall. Encourage him or her to use the new words in writing and speaking.

Ask your student to add Root Words as Context Clues to the Word Solving Strategy chart from the first lesson in this unit.
An author's point of view is their feeling toward the subject. All authors have an opinion about their topics. The tone of their writing will give you hints about their feelings on a topic. They might adore the topic, despise it, or be excited about it. You can describe tone by using feeling words. Take a minute to review 155 Words to Describe an Author’s Tone.

One way to think about point of view is to find words the author uses in his or her writing that have an emotional charge. The author's tone can be warm, outraged, playful, or wistful. An author can write about any emotion, attitude, or feeling based on his or her choice of words. Go back to “Tutors Teach Seniors New High-Tech Tricks” in myPerspectives Unit 1: Generations, Small-Group Learning and see if you can find any words that might reveal the author’s attitude toward the tutoring program.

Based on your reading, what is this author’s point of view toward the tech tutoring program? Support your answer with at least two details from the text. What descriptive details are included in the text? Were any quotes used that support your analysis of the text? Good writers always use details to demonstrate understanding and support their analysis of the text. Now, write two to three paragraphs about this author’s point of view toward the tech tutoring program. Support your answer with at least two details from the text.

**ANOTHER WAY**

**WRITING ABOUT WORDS THAT REVEAL THE AUTHOR’S ATTITUDE**

You have been asked to write about the author’s point of view toward a tech tutoring program in the article “Tutors Teach Seniors New High-Tech Tricks.” Before completing the final writing assignment in this lesson, you have been asked to find words in the article that reveal the author's attitude toward the tutoring program. Use a Web B Graphic Organizer to find words that show how the author feels about the tutoring program. In the middle, for topic, write “Author feels _______ toward the tech tutoring program,” filling in the blank with a word describing the author’s attitude as shown in the text. Then fill in as many of the circles with actual words from the article that go along with the author's attitude toward the program. For an example unrelated to this article, if an author had a negative attitude toward a topic and included the word boring in an article, you would write “boring” in a circle. Once you have completed the graphic organizer, use it to help you complete the rest of the writing assignment.
You have been asked to write about the author’s point of view toward a tech tutoring program in the lesson. You have been asked to find words in the article that reveal the author’s attitude toward the program. After completing the word wheel, your student should be ready to complete the rest of the writing assignment.

WRITING ABOUT WORDS THAT REVEAL THE AUTHOR’S ATTITUDE

Upload your answer below.

Supported file formats: PDF, JPG, GIF, PNG

0 / 10000 Word Limit

USE FOR MASTERY

Write two to three paragraphs about this author’s point of view toward the tech tutoring program. Support your answer with at least two details from the text.

Upload your answer below.

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Make a reasonable claim about what the author’s point of view toward the tech tutoring program is?
- Include at least two quotes from the text that support your analysis?
- Write a thoughtful explanation about how the quotes and details relate to the claim you made about the author’s point of view?
- Use correct paragraph structure, grammar, and spelling throughout?
LEARN

LEARN ABOUT...

LANGSTON HUGHES

You are going to be reading poems by two authors. Before you do so, read this article, “Langston Hughes,” to help you learn about one of the authors. Click “Read More” to read the article. Some words in the article may be unfamiliar to you. If needed, you may use this dictionary to help you. After you read this article, you should know more about Langston Hughes.

After you read, see if you can answer these questions about Langston Hughes:

1. When did Langston Hughes write?
2. What was his full name?

TEACHING NOTES

Your student will be reading a background article about the poet Langston Hughes here because later in the lesson your student will read a poem by this author. If needed, your student may use a dictionary to help understand unfamiliar words. After reading this article, your student should know more about Langston Hughes.

1. When did Langston Hughes write? (from 1926 to 1967)
2. What was his full name? (James Mercer Langston Hughes)
In the last lesson, you created a multimedia presentation highlighting the central idea of the younger generation teaching older generations new skills. Now, you will explore the relationship between mother, father, and son through poetry.

Before you begin reading, take a few minutes to research the authors Langston Hughes and Frank Horne. Start with the Background and About the Poets/Authors section in your textbook, in myPerspectives Unit 1: Generations, Small-Group Learning, Poetry Collection 1. Then take a few minutes to conduct additional research to exploring their impact as writers and their impact on the Civil Rights landscape.

Record interesting facts you learned about the poets in your ELA Journal.

VOCABULARY
- flung
- lurched
- catapulted

TEACHING NOTES
As your student researches Langston Hughes and Frank Horne, remind him or her that each poet had many interests outside of writing. Encourage your student to explore one of these interests as well.

ANOTHER WAY
WRITING ABOUT SIGNIFICANT ACHIEVEMENTS OF AUTHORS
You have been asked to research and write interesting facts about two authors, Langston Hughes and Frank Horne, specifically their impact as writers as well as their impact on the civil rights movement. After finding sources about both authors that include information you need, use a Four-Column Chart to record interesting information before recording it in your ELA journal. You may label the topic “Authors’ Accomplishments” or something similar. Then label the first column “Langston Hughes: Impact as a Writer.” Label the second column “Langston Hughes: Impact on the Civil Rights Movement.” Label the third column “Frank Horne: Impact as a Writer.” Label the fourth column “Frank Horne: Impact on the Civil Rights Movement.” Note that you may not need to fill in all rows under each column. After researching and filling out the four-column chart, write about the information you learned in your ELA journal.

TEACHING NOTES
Your student has been asked to research and write about the accomplishments of two different authors. Your student may use the Four-Column Chart provided to take notes before writing about these topics in his or her ELA journal.
In a moment, you will begin your first read of “Mother to Son” and “To James.” Imagine you are going to write a letter that will be read by your children sometime in the future. Think about the following questions:

- What advice would you give?
- What is the most important thing to share with them before they enter school? Before they become teenagers?

Jot down your thoughts in your ELA Journal.

Now that you have background on the authors and have thought about what you would say as a parent to your children in the future, get ready to read “Mother to Son” and “To James.” As you read, think about conversations you or people you know have had with their parents.

Now read, Mother to Son and To James in myPerspectives Unit 1: Generations, Small-Group Learning and think about:

- What kind of life do parents want their children to have?
- What can a parent do to help make that life possible?

Jot down your thoughts in your ELA Journal.

### TEACHING NOTES

If your student is having difficulty understanding the poems, encourage him or her to focus on what is happening in the text. Readers often can understand poetry if they search for the literal meaning.

Your student should be writing down their ideas to the questions above while reading and noting important sections of text in their ELA Journal.

If your student has difficulty understanding all of the words in the text, encourage him or her to keep reading and see if they can figure out the meaning from lines in the poem. Remind your student that the authors wrote the poems using language that readers were familiar with at the time.

After you have read, complete the Comprehension Check activity in the Making Meaning section. Think about the message that the parents represented in the poems were trying to share with their sons. Write your responses in your ELA Journal. Remember to practice good writing skills and use details from your reading to support your opinion and answers.

Now, go to the Making Meaning section of your textbook and complete the Comprehension Check activity.

### TEACHING NOTES

**POSSIBLE RESPONSES TO THE COMPREHENSION CHECK**

**Mother to Son Possible Responses**

1. boards torn up, bare, dark
2. She tells her son not to give up when things get difficult.
What advice would you give?

What is the most important thing to share with them before they enter school? Before they become teenagers?

Jot down your thoughts in your ELA Journal.

Now that you have background on the authors and have thought about what you would say as a parent to your children in the future, get ready to read "Mother to Son" and "To James." As you read, think about conversations you or people you know have had with their parents.

Now read, "Mother to Son" and "To James" in myPerspectives Unit 1: Generations, Small-Group Learning and think about:

- What kind of life do parents want their children to have?
- What can a parent do to help make that life possible?

Jot down your thoughts in your ELA Journal.

If your student is having difficulty understanding the poems, encourage him or her to focus on what is happening in the text. Readers often can understand poetry if they search for the literal meaning.

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After you have read, complete the Comprehension Check activity in the Making Meaning section. Think about the message that the parents represented in the poems were trying to share with their sons. Write your responses in your ELA Journal. Remember to practice good writing skills and use details from your reading to support your opinion and answers.

Now, go to the Making Meaning section of your textbook and complete the Comprehension Check activity.

**POSSIBLE RESPONSES TO THE COMPREHENSION CHECK**

**Mother to Son Possible Responses**

1. boards torn up, bare, dark
2. She tells her son not to give up when things get difficult.

**To James Possible Responses**

1. The speaker refers to “you” winning a race.
2. The speaker identifies victory as the goal.
3. Running and racing repeat throughout the poem.

**TEACHING NOTES**

**CONCEPT VOCABULARY POSSIBLE ANSWERS**

**Why These Words? Possible Response**

- These words express fast, forceful, or sudden movement and create an overall sense of momentum that carries through the entire poem.
- Another word that fits the category is lunged.

**Practice Sample Responses**

- She flung the javelin past the trees; The pole vaulter catapulted to new heights;
- The exhausted runner lurched to the finish line.

In this part, you read “Mother to Son” and “To James” and analyzed messages that parents felt were important to share with their children. Often, parents share messages they feel will help their children better navigate through the ups and downs of life. In the next part, you will dig deeper and analyze the way poetry is used to express meaning and messages.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you researched and read poems by Langston Hughes and Frank Horne. In a moment, you will reread the text and think about what makes poetry a unique way of exploring the interactions between generations. What is different about the way poetry affects the reader?

To complete a close read, you will need to reread lines from each poem and annotate important details as you read.

"Mother to Son" by Langston Hughes:
- Lines 3–6
  - Annotate details that describe the staircase
  - What do the details tell you?
  - Why did the poet include these details?

As you read, think about the images and symbols in the poem. To work successfully, a symbol should operate on two levels: it should have a functional, literal meaning, and it should be able to bear the weight of a much greater significance.

"To James" by Frank Horne:
- Starting at line 29
  - Mark details in the poem that signify a change in the way the speaker seems to sound, concentrating on the verbs.
  - What can a reader infer from the tone of the verbs?
  - Why did the poet include these details?
As you read, remember that tone expresses the poet's attitude to the subject and to the reader—and the speaker's attitude to the person he or she is addressing. Usually, tone is established by the mood of the verbs. Here, lines 1–28 are interrogative; 29–51 are imperative.

You will also complete the Analyze the Text in the Making Meaning section as part of your close read. Part of this activity is written to a group. You will need to identify a person to share your responses with for this activity. It would be helpful if this person read the poems and shared his or her responses as well.

Now, reread the text in myPerspectives Unit 1: Generations, Small-Group Learning, Poetry Collection 1, focusing on these lines. Write your answers to both the questions above and the Analyze the Text questions in the Making Meaning section in your ELA Journal.

**TEACHING NOTES**

**POSSIBLE RESPONSES TO QUESTIONS ABOVE**

"Mother to Son" by Langston Hughes
- The verbs very effectively create an impression of a dingy and dangerous staircase.
- The dingy staircase is the reality of life for this mother, and the poet transforms it into a symbol of noble human endeavor and purpose.

"To James" by Frank Horne
- The verbs are all imperatives. The speaker is giving James instructions.
- The speaker is encouraging James to win. The poet included these details of tone to contrast with the questions that dominate the first twenty-eight lines, and to make it possible for the speaker to suggest that there is a much greater race to win.

**ANALYZE THE TEXT POSSIBLE RESPONSES**

1. The mother demonstrates persistence and strength. She needs these qualities to get through the difficulties she faces.
2. Responses will vary. Be sure your student explains why they choose the lines they chose.
   1. Possible response: I chose lines 40–44. I thought they were important because they demonstrated how the mother wanted him to live. “Run straight” might mean she wanted her son to do things the right way. “Run hard” might mean she didn’t want him to be lazy or to give up.
3. Responses will vary. Possible response: The poem shows that older generations try to teach younger generations how to learn from their mistakes. That life will be hard and you should never give up.

**INTERACTIVE ACTIVITY**

Were you able to identify details in the text that helped you understand the author's meaning in the poems? If you are still having difficulty, take a minute to focus on the symbol of the stairs and what they represent in "Mother to Son." If To James by Frank Horne caused difficulty, look at the verbs in the poem and reflect on the tone reflected in the commands of the imperative verbs in the poem.

If you would like additional practice identifying words that reflect the author's tone, you can practice using the interactive Mood and Tone review games.
VOCABULARY
FIGURES OF SPEECH: METAPHOR

In these lessons you’ve proven that you are sharp as a tack! Do you know what “sharp as a tack” means?

“Sharp as a tack” is a specific figure of speech called a metaphor. A “figure of speech” is a phrase that has a non-literal meaning. This means the phrase has a deeper meaning than the definition of each word. One figure of speech, called a metaphor, is an unlikely comparison of two things. Metaphors are very common in poetry.

Obviously, you’re not an actual tack (or nail). But you are “sharp” or “smart,” and the common metaphor “sharp as a tack” is a way for someone to creatively express that you’re pretty smart!

Watch this video to learn more about metaphors.

Now read line 2 of “Mother to Son”. The speaker in the poem says, “Life for me ain’t been no crystal stair.” This is an example of a metaphor. Think about a crystal stair—it would be smooth, sparkling, and beautiful. The speaker compares her life to the crystal stair. This metaphor means that her life hasn’t been easy or smooth.

When trying to figure out a metaphor, ask yourself these questions.

1. What is the author comparing here?
2. What does this literally mean?
3. What do I know about this object or idea?
4. How does this object or idea relate to life?

Check out the following metaphors from "Mother to Son" and try to interpret their meaning. Start by reading the whole poem. Talk with your Learning Guide about your interpretations.

- "It's had tacks in it, And splinters;” (lines 3 & 4)
- “And places with no carpet on the floor—” (line 6)
- “Don't you set down on the steps” (line 15)

TEACHING NOTES

Read the whole poem "Mother to Son" with your student and discuss the overall meaning. Ensure your student understands the meaning of the poem, as a whole, before analyzing each metaphor. The poem is about a mother talking to her son. She tells him life is hard, but he should never give up.

Help your student locate and read each metaphor. Help your student determine the meaning of each metaphor. Your student should produce examples similar to the following.

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It’s had tacks in it, And splinters;”</td>
<td>There were times when life was hard and bad things happened that hurt her.</td>
</tr>
<tr>
<td>(lines 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>“And places with no carpet on the floor—”</td>
<td>There were times in life when she had nothing.</td>
</tr>
<tr>
<td>(line 6)</td>
<td></td>
</tr>
<tr>
<td>“Don't you set down on the steps”</td>
<td>Don’t give up when times are tough.</td>
</tr>
<tr>
<td>(line 15)</td>
<td></td>
</tr>
</tbody>
</table>
In the next part, you will complete the **Word Study** and analyze how the authors use word choice to create an image that helps you understand and feel the poems.

A **connotation** is an association or feeling that a word suggests in addition to its literal dictionary definition, or **denotation**.

Now, complete the **Word Study** activity in the **Language Development** section. Write your response in your ELA Journal.

---

**TEACHING NOTES**

**WORD STUDY POSSIBLE RESPONSES**

Flung: the denotative meaning is “threw forcefully.” The connotation is that the action is made with passion, or without fear of the consequences. Two words that share the denotation of flung are toss and heave. The connotation of toss is that the action is casual. The connotation of heave is that the action is made with great effort.

If you had trouble identifying connotations, choose a word and say it aloud, then write down the first thing that comes to mind. Connotations are used to create feelings. Feelings are usually the first things that come to mind when you hear a word. For example, what do you think about when you hear the word “home?” Many people think of warmth and family. These thoughts evoke feelings suggesting addition meaning or connotations for the word. Understanding the different means of words allows good readers to understand the feelings that poets often try to share through their words.

Today you analyzed word choice in poems about parents sharing words of wisdom with their sons. Next, you will analyze the author’s style.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**Objectives**

- To draw evidence from literary or informational texts to support analysis, reflection, and research
- To write in order to demonstrate understanding of literary techniques

**Books & Materials**

- "To James" by Frank Horne in *myPerspectives* Unit 1: Generations, Small-Group Learning (poem)
- "Mother to Son" by Langston Hughes in *myPerspectives* Unit 1: Generations, Small-Group Learning (poem)
- ELA Journal
- Computer
- Index cards or sentence strips

**Assignments**

- Research Langston Hughes and Frank Horne.
- First read of "Mother to Son" by Langston Hughes and "To James" by Frank Horne.
- Complete Comprehension Check activity.
- Complete Concept Vocabulary.
- Complete Word Study.
- Complete Analyze Craft and Style.
- Complete Author's Style.
- Read "Lineage" by Margaret Walker and "Family" by Grace Paley.
- Read "An Hour with Abuelo" by Judith Ortiz Cofer.
- Write, revise, and evaluate a narrative poem.
- Identify Langston Hughes's message in the poem "Harlem."

---

**LEARN**

**GRAMMAR**

**FUNCTION OF PREPOSITIONAL PHRASES**

**Step 1**

You have been reading to understand details in poetry. You can break down a sentence to understand how phrases function in the sentence and add meaning. One kind of phrase you can look for is the prepositional phrase. An author can use prepositional phrases to add details to a sentence.

Read this sentence from “To James.”

> At your final drive through the finish line did not my shout tell of the triumphant ecstasy of victory . . . ?

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. You can break down the sentence to think about the function of particular phrases. You can think about the function of prepositional phrases in a sentence.

Prepositional phrases show relationships between words in a sentence. A prepositional phrase always starts with a preposition. The function of the preposition is to show a relationship between the object of the preposition and another word in the sentence. The object of the preposition is the noun or pronoun in the prepositional phrase. There might be other words in the prepositional phrase that modify the object.
Look at these two chunks in the sentence:
- through the finish line
- of victory...

A prepositional phrase can function as an adjective or an adverb. When a prepositional phrase functions as an adjective, it answers this question: Which one? Which prepositional phrase in the sentence functions as an adjective? What is it modifying?

When a prepositional phrase functions as an adverb, it answers questions such as: How? When? Where? Which prepositional phrase in this sentence functions as an adverb? What is it modifying? What question is it answering?

Prepositional phrases allow a writer to be specific. Take these two prepositional phrases out of the sentence. How does the meaning change?

When you read, you can break down a sentence to understand the function of prepositions and prepositional phrases. Put the prepositional phrases back in the sentence. How do they make the sentence clearer and stronger?

**Step 4**

You analyzed the function of two prepositional phrases in the sentence. One prepositional phrase functions as an adjective. The other functions as an adverb. The author uses prepositional phrases to add details to the sentence. Without the prepositional phrases, the meaning and emotion of the sentence would not be as clear.

You know that you can use prepositional phrases to add details to sentences. They can also contribute to the mood of a sentence. In “To James,” the poet uses prepositional phrases to contribute details that add to the excitement of the poem. These prepositional phrases help communicate a feeling of excitement.

Read this sentence:

I walked carefully. The woman smiled.

These sentences tell two actions, but there are no details that help you picture what is happening or give you a sense of the mood. Can you add prepositional phrases that clarify what is happening and contribute to the feeling of the situation?

Talk to your Learning Guide about the details your prepositional phrases add. What questions do they answer? How do they add meaning? How do they contribute to the mood?

How can understanding the function of prepositional phrases help you write stronger sentences?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:
- At your final drive
- through the finish line
- did not my shout tell
- of the triumphant ecstasy
- of victory . . . ?
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means the speaker cheered when James ran through the finish line. It shows the feelings the speaker had when James won.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: I think the way the author phrases the question is interesting. The speaker doesn’t say, “Did my shout...?” The speaker adds the word not after did. This feels like the speaker is challenging James.

Your student may make more observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: What is unique about the way the speaker poses the question? What is the effect?

Step 3

Your student should identify these chunks:

Answers:

Adjective:
- of victory . . . ?
- It is modifying ecstasy.

Adverb:
- through the finish line
- It is modifying drive.

Possible response: It’s not clear where James is going. I don’t understand that he’s finishing the race. He could just be running part of the race near the end. I still understand that the speaker is excited, but without “of victory” I don’t know specifically that James won.

Possible response: I understand exactly what is happening. I understand that James won the race and that the speaker is thrilled by the victory.

Step 4

Your student might write something like this:

I walked carefully through the empty, dark hallway. The woman with a veil over her eyes smiled.

Your student should say what questions the prepositional phrases answer and how they add meaning to the sentences. For example, your student would say the phrases answer these questions: Where did I walk?
Which woman? For these sentences, your student might say something like, “The prepositional phrases clarify what is happening because they tell where I am walking and what the woman looks like. They add a scary mood because the hallway is empty and dark and the woman has her eyes covered.”

If your student struggles to add prepositional phrases to the sentences, first ask what kind of mood he or she would like to create. Then have your student brainstorm details. For example, if your student says he or she wants to create a happy mood, he or she might offer details like walking through a bright field or the woman holding a cake. Assist your student in expressing these details in prepositional phrases. You might consider offering a template. Point out that through and with are prepositions and have your student add the object of each plus any relevant modifiers:

I walked carefully through ______________. The woman with ____________ smiled.

Possible response: Understanding the function of prepositional phrases helps me understand how I can use them to add details that give meaning and mood to my writing.

Extension

You might extend the activity with your student by doing the following:

Have your student read this sentence:

At your final drive through the finish line did not my shout tell of the triumphant ecstasy of victory...?

Then say, “The prepositional phrases you analyzed have different functions. One functions as an adjective. The other functions as an adverb. They both add details that give meaning to the sentence. They also affect the mood of the sentence. You can use prepositional phrases to add meaning and mood to sentences, too. Write a sentence or two about something that happened to you. Use prepositional phrases to add details to your sentences. Use one prepositional phrase that functions as an adjective. Use another that functions as an adverb. See if you can use the prepositional phrases to show how you felt about what happened.”

Your student might write something like this:

I looked through the window at the pouring rain and my heart sank to the floor. I knew that the party on the beach was not going to happen.

Have your student identify the functions of the prepositional phrases. For example, in the sample sentence the functions are:

- Adjective: on the beach
- Adverb: at the pouring rain, to the floor

Talk with your student about how the prepositional phrases affect the mood of the sentence. For example, your student might discuss how the prepositional phrase “to the floor” creates figurative language that projects a sad feeling.

If your student struggles to write the sentence(s), have him or her first simply write a sentence or two about an experience that caused an emotional response. Then have your student consider where he or she can use prepositional phrases to add meaning to the sentence(s).

Ask, "Why is it important to understand the ways prepositional phrases can function?" Possible response: It’s important because it helps me understand different ways I can add details to sentences. The details can affect the meaning and mood of what I write.
In this part, you will continue to analyze poetry to explore ways that life lessons are passed on from one generation to the next.

Many authors use symbolism to express ideas. Symbols can be used to convey very deep sentiments quickly, without using a lot of words. Think about what makes symbolism so important to poetry.

A symbol is anything—an object, person, animal, place, or situation—that represents something else. A symbol has its own meaning, but it also stands for something larger than itself, usually an abstract idea. For example, a red rose often symbolizes love.

Complete the Analyze Craft and Structure activity in the Making Meaning section in myPerspectives Unit 1: Generations, Small-Group Learning, Poetry Collection 1 and write your responses in your ELA Journal.

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**TEACHING NOTES**

<table>
<thead>
<tr>
<th>ANALYZE CRAFT AND STRUCTURE POSSIBLE RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is symbolism used in the poem? What is the symbol?</td>
</tr>
<tr>
<td>“Mother to Son”</td>
</tr>
<tr>
<td>A staircase symbolizes life.</td>
</tr>
<tr>
<td>What impression of life does this symbol create? What details from the poem suggest this impression?</td>
</tr>
<tr>
<td>Life is a hard, constant, winding uphill climb; life is sometimes rough, confusing, and painful. Details such as “had tacks in it/And splinters” suggest the difficulty of life.</td>
</tr>
<tr>
<td>What does this symbol suggest about how people should live their lives?</td>
</tr>
<tr>
<td>The symbol suggests that people should keep going, even when times are hard. They shouldn’t expect life to ever be easy, but they should never give up.</td>
</tr>
<tr>
<td>What is the theme of the poem? What details from your analysis of the author’s use of symbolism support this inference?</td>
</tr>
<tr>
<td>The theme is that it is necessary to persevere even when life is difficult. The details that suggest that it’s necessary to persevere include “I’se still climbin.”</td>
</tr>
</tbody>
</table>

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**ANOTHER WAY**

**SYMBOLISM**

If analyzing symbols to fill out the chart is challenging, you can think about symbols in other books you have read or movies you have seen.
A symbol is an something that represents an idea or concept. It can be an object, a person, a place, an animal, or a situation.

Think about a book or movie you know really well in which a symbol is used. This can be anything that represents an abstract idea or concept. Tell your Learning Guide about the symbol and what it means. How does understanding the symbol help you understand the book or movie?

Now that you’ve thought about a symbol in another book or movie, go back to the chart to analyze the symbols in the poems.

TEACHING NOTES

Have your student consider a book or movie he or she knows very well. Encourage your student to identify a symbol on his or her own.

For example, he or she might think about the myth of Icarus. In that story, the wings symbolize freedom. The wings allow Icarus and his father to fly away. Your student might say, “The symbol helps me understand the myth because it helps me see why the wings are so important. It also helps me understand why Icarus gets caught up in the feeling of flying and ignores his father’s warnings. I understand that he does this because of the freedom he feels.”

If your student struggles to identify a symbol, prompt him or her with questions such as: “What movies have you watched recently? Was there an object that seemed more important than it would normally be? Why or how? How might this be a symbol?”

After your student has thought about symbols in one or two books or movies that are more familiar to him or her, your student may now be more comfortable thinking about symbols in the poems. Have him or her return to the chart and complete it.

Review your responses. Were you able to grasp the symbolism the authors used in their poetry?

Every generation has symbols that have come to represent its experiences, culture, and important moments in its youth. For example, the peace symbol is often associated with the youth of the late 1960s, whereas emoticons are more closely associated with today’s youth.

If you had difficulty understanding symbolism or are curious about symbols that have meaning for people, take a few minutes to interview family members and friends from different generations about the symbols of their youth.

In a moment, you will dive into the impact of the author’s style on their poetry. You may automatically associate poetry with rhyme (the repetition of sounds at the ends of words). However, not all poems include rhyme. Free verse poetry, such as “To James” or “Mother to Son” does not employ rhyme, and often follows the rhythm of natural speech.
Now complete the **Author's Style** activities, including the **Read It** and **Write It** questions in the **Language Development** section. Write your responses in your ELA Journal.

**TEACHING NOTES**

**AUTHOR'S STYLE POSSIBLE RESPONSES**

**Read It Possible Responses**

"Mother to Son"
- and; lines 4, 5, 6, 10, 11, 12, and 20
- I'se . . . climbin': lines 9 and 19

"To James"
- Do you: lines 1 and 11
- Don't you think: lines 12 and 15
- Run . . .: lines 42, 43, and 44
- . . .?: lines 3, 11, 14, 22, and 28

**Write It Possible Responses**

Responses will vary but your student should identify uses of rhythm and repetition in his or her chosen poem. Ask your student to explain why particular rhythms and repetitions are appropriate to the poem.

Review your responses. How did you do? Take the time now to reread any part of the poem you did not fully understand. Good readers take the time to think about their reading from different perspectives to fill in gaps in understanding. Use your imagination and imagine reading the poems as if you were someone living in the time period when they were written!

In this part, you analyzed how authors use symbols and style to express themselves and share the theme of their work in poetry. In the next part, you will continue to explore the power of symbolism and use of repetition in poetry. There is a purpose behind using repetition, and it's not because the authors are lazy!

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you explored symbolism and analyzed poems that follow natural speech patterns instead of rhyming. These poems were written as a way to pass on life lessons from one generation to the next. Now, you will continue exploring poems that were written to share life lessons between generations.

In a moment, you will read “Lineage” by Margaret Walker and “Family” by Grace Paley. While you read, analyze the repetition in these poems. Think about the following questions:

- How does repetition emphasize the author’s message or theme?
- What is the impact of the last line of “Lineage” being a question?
- What is the impact of the last line of “Family”?

Now, read Lineage and Family in myPerspectives Unit 1: Generations, Independent Learning, Poetry Collection 2. Answer the questions above in your ELA Journal.

**“LINEAGE” BY MARGARET WALKER POSSIBLE RESPONSES**

- “My grandmothers were strong” is repeated to emphasize the point in the poem. The grandmothers faced trials, but they were strong and didn’t give up. This might inspire or teach the granddaughter to not give up when life gets hard.
- The last line of the poem being a question connects you to the author and makes you feel her pain or confusion.
“FAMILY” BY GRACE PALEY POSSIBLE RESPONSES

- The repeated use of adjectives shows the importance of the personality and character of each family member.
- The adjectives highlight the author’s feeling that she has different experiences and is different from her relatives because she grew up in America. In some ways she is the same as her family and in some ways she is different.

How did you do? Were you able to infer meaning about the different generations from the use of repetition and adjectives in the poems? If you had difficulty, take a minute to reread the poems and put yourself in the place of the author. Good readers can become a part of the text to help them understand the author's meaning.

Now, you will read “An Hour with Abuelo,” a short story by Judith Ortiz Cofer.

Think about the following questions as you read the story. Record your answers in your ELA Journal.

- What did the watch symbolize about the story?
- What the characters learn from each other?

Now, read An Hour with Abuelo, a short story by Judith Ortiz Cofer in myPerspectives Unit 1: Generations, Independent Learning.

POSSIBLE RESPONSES

- The watch symbolizes that life is short and the grandson might not have as much time to talk to and learn from his grandfather as he thought.
- The grandfather and grandson learned that there was more to the other person than they expected.

TEACHING NOTES

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

To learn more about symbolism, watch the video Symbolism (01:52). To learn more about themes, complete the Theme worksheet.

Please go online to view this video ▶
In this part, you explored the way younger generations compare themselves to older generations. You can learn from older generations by reflecting on their life experiences, how they lived and who they became based on some of the trials and hardships they faced throughout their lives.
In the last part, you read poems and a short story about members of the younger generation reflecting on the lives and character traits of their ancestors.

Now, you will write a narrative poem in which the speaker shares with readers a lesson learned through personal experience. Your poem should include repetition and at least one symbol.

As you brainstorm ideas for your poem, review the poems “Mother to Son” and “To James” in myPerspectives Unit 1: Generations, Small-Group Learning, Poetry Collection 1. Note the ways the authors use symbols to convey the experience of the speaker and to develop the theme of the poem. Also, note other techniques, such as description, that capture the experiences of the speaker and the subjects. Studying the ways poets effectively use symbols and narrative techniques can help you better apply them to your own writing.

Consider the following questions to organize your thoughts and add interest to your poem:

- What experience will my poem describe? What symbol will I use to convey this experience?
- Who is the speaker of my poem? Whom will the speaker be addressing, and what is their relationship?
- What is the setting of my poem? What specific details describe the setting?
- How can I use sensory language to vividly describe my speaker, subjects, setting, and experience?
- What is the theme of my poem? What lesson is the experience in my poem meant to convey?

Once you have answered the planning questions, start writing your poem. Try not to self-edit at this point; strive to write in one sitting so you can maintain your flow of ideas. Writing is a process and an opportunity for you to express your creativity. Take your time and don’t be afraid to think outside of the box!

Now organize your thoughts and begin writing your rough draft in your ELA Journal.
Encourage your student to use symbols and adjectives to create emotion and images in their poem. If he or she needs inspiration have him or her explore videos of different types of poems online. For example, ballad poems or slam poetry. He or she can incorporate the strategies from their lessons into a format that speaks to their creative style.

In this part, you began planning and writing a draft of your poem. How does it feel to create your own poetry? Remember to have fun and let your creativity shine! In the next part, you will review and revise your work.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

You have started a draft of your poem. Now, you will revise, review, and edit your poem making sure to include repetition and at least one symbol. Good writers use this time to polish their work by checking for spelling errors, reflecting on the image and feelings their poetry evokes, and making sure their message is clear to the reader or listener.

Think about the following questions as you revise, review, and edit your poem:

- Did you include repetition?
- Did you include at least one symbol?
- Do the words you chose have connotative meanings?
- Is your poem free from errors in grammar, spelling, and punctuation?

Now begin to revise, review, and edit your poem in your ELA Journal. You may also use a word processing program (such as Microsoft Word) or online word processor (such as Google Docs).

TEACHING NOTES

Encourage your student to reread his or her poem silently and then out loud to make sure that it makes sense to the reader. Reading something out loud helps the writer to notice errors that his or her eyes may have easily missed while reading silently. Reading a poem out loud also helps the author determine if their intended tone comes across through their choice of words.
Congratulations on completing your poem. Do you think you have a flair for writing poetry? By writing this poem, you demonstrated your understanding of utilizing connotation, symbolism, and repetition to express meaning and ideas through poetry.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have thought about how poets use language and symbols to convey their message in poetry. Now, you are going to read a new poem and think about the poet's message.

Read “Harlem” by Langston Hughes. Then answer the questions.

**Harlem**

By Langston Hughes

What happens to a dream deferred?

- Does it dry up
  - like a raisin in the sun?
  - Or fester like a sore—
    - And then run?
- Does it stink like rotten meat?
  - Or crust and sugar over—
    - like a syrupy sweet?

- Maybe it just sags
  - like a heavy load.
- Or does it explode?

What is the message Hughes conveyed through this poem?

- Nothing good can come of a dream that is not acted upon.
- Dreams are a waste of time.
- Dreams are very hard to bring to life.
- Nothing good happens without someone dreaming of it first.

Select the correct details to complete the sentence:

Hughes uses ____________ and ____________ to develop the message of the poem.

- questions
- sensory words
- short phrases
- humor
- rhyming words
What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or

does it explode?

Hughes uses __________________ and __________________ to develop the message of the poem.

questions

sensory words

short phrases

humor

rhyming words
You authored a poem using writing techniques such as repetition, symbolism, and the use of connotations to develop interest and convey meaning. Now, you will continue writing, but instead of poetry you will write a nonfiction narrative. A narrative is a story with characters and a sequence of events. You will be using your own personal experiences with generational influence to develop your narrative.

What does that mean? You recently read texts in which people of different generations have an influence on each other’s lives. In “Two Kinds,” an ambitious mother ends up teaching her child unexpected but valuable lessons. “A Simple Act” and the excerpt from “An Invisible Thread” present the story of two friends whose chance meeting enriched both of their lives. You will use your knowledge of these texts to write a nonfiction narrative about the ways in which people of different generations can influence each other.

In a moment, you will begin the planning and brainstorming process of writing a nonfiction narrative about the influence someone from a different generation has had on you or someone you know. A narrative is a story made up of five elements. Watch the following videos and read one article to learn more about each element.

- **The Importance of Setting** (03:14)
- **Story Elements – Plot** (01:02)
- **Character Traits and Character Development** (02:46)
- **Drama and Conflict** (03:55)
- “**Theme**”

Your narrative will be a true story! It draws on ideas or lessons from the texts you have read in this section. It illustrates the answer to this question:

- What unexpected event shows how a person can influence someone from a different generation?

A nonfiction narrative is a story of something that actually happened. In a personal narrative, the writer uses the first-person point of view (employing pronouns *I* and *me*) to tell the true story of something that he or she has experienced. Other nonfiction narratives, such as biographies, are written from the third-person point of view. An engaging nonfiction narrative contains the following elements:

- well-developed major and minor characters
• a problem or conflict
• a clear sequence of events that unfolds naturally and logically
• narrative techniques such as dialogue, description, and pacing
• a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one setting or time frame to another
• precise words, well-chosen quotations, vivid descriptive details, and powerful sensory language
• a conclusion that follows from and reflects on the experiences in the narrative

Before you begin the planning process, you will reread “Grounded” and challenge yourself to find all the elements of an effective nonfiction narrative in the text. You will have an opportunity to review these elements as you prepare to write your own nonfiction narrative.

Now, reread Grounded in myPerspectives Unit 1: Generations, Unit Introduction and record your thoughts and observations in your ELA Journal.

Did you easily identify the required elements for a nonfiction narrative in “Grounded?” If not, take a moment to reread the text as understanding these elements will help you with your writing.

In a moment, you will begin your Prewriting/Planning activities in the Performance Task: Writing Focus section. In the textbook, go to the Table of Contents. In Unit 1, find Performance Task: Writing Focus. This is where you will find the materials for this lesson.

Good writers use prewriting and planning to keep their thoughts organized and to make sure they stay on topic.

The first step in writing their narrative is to identify the characters and the influence someone from one generation had on someone from another generation.

Well-developed characters are both realistic and relatable to the reader. Remember that a character’s traits, both positive and negative, provide depth to the text and help build a reader’s interest in the story.

Now go to the Performance Task: Writing Focus section of this unit in your textbook in myPerspectives Unit 1: Generations, Whole-Class Learning. Complete the Prewriting/Planning activities in that section in your ELA Journal, including the chart. You can complete this chart by recreating it in your ELA Journal.
If your student is struggling with this process, ask him or her to brainstorm several moments when they have learned from someone in a different generation, and then choose the idea he or she finds most interesting.

He or she may want to go back and review the selections to identify the type of details that stood out in the text and identify similar details to use as he or she writes.

In this part you analyzed the requirements of a good nonfiction narrative and began prewriting and planning your narrative. Good writers use the prewriting and planning process to help them stay focused on providing a clear message to their readers. In the next part, you will begin drafting your narrative.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
FLUENCY

READING AT THE CORRECT PACE

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is the speed you would speak when you have a conversation with someone.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Watch this video to learn how to practice reading at the correct pace. Now listen to the audio in your e-text, of the nonfiction narrative Grounded being read aloud.

Take a look at the Fluency Rubric to see how a good reader reads with fluency. How do you think the reader in the audio did?

Practice rereading the nonfiction narrative Grounded for one minute to warm up. After reading it once, your Learning Guide will time you reading the text two more times. See if you improve your pacing each time you read the text. Happy reading!

TEACHING NOTES

Discuss the four things great readers do to read with fluency.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace
Discuss why pacing is important to reading fluency. Reading too fast or slow makes it harder to understand what one is reading.

Watch the video to see an example of how to time your student. Then go to the e-text of *Grounded* and listen to the audio of a reader who reads aloud. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the reader in the audio read. The reader is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Your student will now read *Grounded* aloud for one minute to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Write down what word your student stopped on at the end of one minute.

Record and time your student reading the text two more times for one minute each time. You can use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. After each reading, write down what word your student stopped on at the end of one minute.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time he or she reread the text it sounded smoother and smoother. For reading to be smooth, it will sound conversational, like talking without stumbling over words. Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

In the last part, you completed the prewriting and planning process. Now you will begin drafting your narrative. Creating a sequence of events is essential to developing a well-written narrative. When one event follows another in an organized fashion, it makes it easier for the reader to follow the story. The easiest way to organize a narrative is to write the events in the order they happened, or chronological order. One event should cause the next to happen. The reader should be clear as to why each event begins and ends.

As noted in previous lessons, transitions are essential to developing a strong narrative because they add clarity and cohesion. If you need a refresher on using transition words, skim through *Grounded* in myPerspectives Unit 1: Generations, Unit Introduction and see how they are used in the text.

You may use the Timeline chart in the Performance Task: Writing Focus section to assist you in organizing your thoughts before you write your draft. In the Performance Task, go to the Drafting activities and you will find the chart there. Good writers use charts and timelines to keep them focused on their identified subject. Now, begin writing your draft.

**TEACHING NOTES**

Your student should focus on getting his or her ideas on paper, incorporating all the elements of nonfiction narrative writing. Remind your student to include sufficient details to ensure that a reader with no knowledge of the characters or the story can understand what is being said.

Encourage your student to grab the reader's attention in the beginning of the narrative by including an anecdote or important quotation.

If your student has difficulty organizing thoughts for the beginning, middle, and end of the story encourage him or her to use index cards or separate pages in his or her ELA Journal for each section of the story.
You can also use pictures as a way to encourage your student to think about the beginning, middle, and end of a story. For example, find a picture online or in a magazine and ask your student the following questions.

- If this picture is the **beginning** of a story, what might happen next?
- If it this picture is the **middle** of a story, what might have happened before? What might be about to happen?
- If this picture is the **end** of a story, what might the story be about? How did it end?

## ANOTHER WAY

### WRITING ABOUT DIFFERENT GENERATIONS INFLUENCING ONE ANOTHER

You have been asked to write a nonfiction narrative, a true story involving your own personal experiences that answers this question: What unexpected event shows how a person can influence someone from a different generation? Before doing so, you should choose the event from your life that will provide a good story to answer the question. Before you begin writing, you should write notes about the event you are going to write more about later in the lesson. Use this [Key Events Chart](#) to write down what happened at the beginning, middle, and end of your experience with another generation that you will use for your nonfiction narrative in this lesson. Be sure to include plenty of details so that your narrative will be effective. Think about your experience: What happened? Who was involved? What events occurred? What significant things did people say or do? What was the outcome or conclusion to the experience? Who was influenced and how? (This may involve more than one generation being influenced.) Using this chart will help you get the sequence of events in your story in order before you begin writing.

### TEACHING NOTES

Your student has been asked to write a nonfiction narrative, a true story from his or her life that answers this question: What unexpected event shows how a person can influence someone from a different generation? Before doing so, your student should use the story map that is provided to write details about his or her own personal experience that will be used to write the nonfiction narrative. Encourage your student to write in detail about the experience using the story map, which will make writing an effective narrative easier.

In this part, you wrote a draft of your narrative. In the next part, you will explore ways to incorporate your voice or your unique writing style into your narrative. Just as musical instruments each make a unique sound, good writers have a unique style and voice.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you began writing your draft narrative. Now, you will explore your voice to fine-tune your writing.

A writer’s distinctive style is referred to as voice, and it can be influenced by word choice, sentence structure (the way the author constructs a sentence), and tone—the writer’s attitude toward his or her subject.

You are going to practice finding your voice by completing a series of activities in the Performance Task: Writing Focus section of your textbook in myPerspectives Unit 1: Generations, Whole-Class Learning.

Now, complete the Develop Technique: Finding Your Voice in the Performance Task: Writing Focus section. The activity is in the text under the Drafting section.

Reinforce with your student that word choice, sentence structure, and tone are essential to developing a well-written nonfiction narrative because these elements of writing help communicate the writer’s attitude toward the subject.

Support your student’s analysis of voice with the following questions:
- Does the tone of their writing invite the reader to engage with the story and the characters?
- Do their word choices provide a level of detail that helps the reader envision the action in the narrative?

Do you feel that you understand voice? Does your narrative reflect your voice? If you want to learn more about voice, watch the video What Is Writer’s Voice? (03:26).

Think about your writing voice. Review the draft of your narrative. Answer these questions in your ELA Journal:
- What kind of language do you use? Is it more formal or more conversational?
How do you reveal the emotions of your characters? Do you use dialogue, actions, or do you state the characters’ emotions in narration?

Look at the length and structure of your sentences. Do you use mostly short sentences, long sentences, or do you use a mix?

All of these elements are part of your voice. Watch the video again and think about how R.J. Palacio creates different voices in his writing.

In this part, you practiced finding your voice. In the next part, you will revise your narrative to add your voice. Good writers put their own unique stamp on their writing through voice.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Now, you will evaluate your draft to identify areas you like and areas you would like to modify or make better.

Complete the **Revising** activity in the **Performance Task: Writing Focus** section.

First, evaluate your draft to make sure it contains all of the required elements, is organized in a logical manner, and adheres to the norms and conventions of nonfiction narrative writing.

**STORY ELEMENTS**
- Setting
- Plot
- Characters
- Conflict
- Theme

**INTERACTIVE ACTIVITY**

If you find that you are having difficulty keeping the elements of your story organized, try using an Interactive Story Map.

Next, you will check to make sure you provided a clear conclusion that resolves any conflicts or questions that arise in the narrative.

Remember, the purpose of a narrative is to communicate a clear message. The more specific you are in your word choice, the easier it will be for a reader to understand what you are trying to say. Go through your narrative now and see if there are any words or sentences you could make more specific and descriptive.

Now use the checklist included in the **Revising** activity in the **Performance Task: Writing Focus** section as you revise the first draft of your narrative in *myPerspectives* Unit 1: Generations, Whole-Class Learning.
FLUENCY

Reading at the Correct Pace

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at a pace that allows them to make sense of the text, which may speed up and slow down.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Watch this video to learn how to practice reading at the correct pace. Now listen to the audio in your e-text of “A Simple Act” being read aloud.

Take a look at the Fluency Rubric to see how a good reader reads with fluency. How do you think the reader in the audio did?

Practice rereading “A Simple Act” for one minute to warm up. After reading it once, your Learning Guide will time you reading the text two more times. See if you improve your pacing each time you read the text. Happy reading!

Discuss the four things great readers do to read with fluency.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Discuss why pacing is important to reading fluency. Reading too fast or slow makes it harder to understand what one is reading.

Watch the video to see an example of how to time your student. Then go to the e-text of “A Simple Act” and listen to the audio of a reader who reads aloud. Listen to the audio starting at 0:50.
Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the reader in the audio read. The reader is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Your student will now read “A Simple Act” aloud for one minute to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Write down what word your student stopped on at the end of one minute.

Record and time your student reading the text two more times for one minute each time. You can use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. After each reading, write down what word your student stopped on at the end of one minute.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time he or she reread the text it sounded smoother and smoother. For reading to be smooth, it will sound conversational, like talking without stumbling over words. Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

What makes a story narrative nonfiction? To review the components of narrative nonfiction, watch this video Narrative Nonfiction (02:51).

Please go online to view this video ▶

What is a writer or author’s voice? To learn more about author’s voice, watch the video What Is a Writer’s Voice? (03:26).

Please go online to view this video ▶

In this part, you made updates and changes to your draft in preparation for publishing your final narrative. In the next part, you will conduct a final edit and review and publish your nonfiction narrative. Congratulations on using the skills you learned in previous lessons to create a well-developed narrative!
In the last part, you revised the draft of your nonfiction narrative. Now, you will edit it and prepare it for publishing.

In a moment, you will begin editing your narrative. Editing gives you one last chance to proofread your work before publishing or sharing it as a final document. Complete the following steps as you proofread and edit your work:

- Reread your draft for accuracy and consistency.
- Correct errors in grammar and word usage.
- Be sure you have included a variety of sentence structures and word choices that reflect your unique voice.

Read your draft carefully, looking for errors in grammar, spelling, and punctuation. As you proofread, make sure that any dialogue—the actual words spoken by a character—is enclosed in quotation marks. Watch the BrainPOP video: Dialogue (2:58) to make sure you are using it in the best way to enhance your story.

Now that you have reviewed and edited your narrative, reflect on your narrative and the process of brainstorming, planning, writing, and revising your work. Did you enjoy the process? What would you change or do differently next time?

Share your thoughts with a friend or family member, or record your thoughts in your ELA Journal. Good writers often keep journals and look back at their earlier writing and are surprised by the reflections they noted about their work or the writing process. You may be interested in reviewing your reflections later in the year to see your growth as a writer.

Encourage your student to reflect on his or her writing and identify strengths or skills that he or she has as a writer.
In this part, you completed Unit 1 of your lessons. Throughout these lessons you reflected on an essential question:

What can one generation learn from another?

You analyzed this through stories, poems, interviews and video. You also demonstrated your writing abilities by creating essays, poems and narratives. In the next unit, you will continue to develop your reading and writing skills and identify new ways to showcase what you have learned.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
As the assessment for this lesson, you will upload your personal narrative. You have gone through the first four steps of the writing process:

- Prewrite
- Draft
- Revise
- Edit
- Publish

Before you publish your essay, make sure everything is exactly the way you would like it to be. Use your favorite word processor so you can easily revise and edit your essay. Make sure your essay answers the following questions:

- Have you written about an unexpected event in which a member of one generation influenced a member of another generation?
- Do you have a clear sequence of events that is organized in a logical way?
- Have you used details, dialogue, description, and precise words to clearly convey your story and your message?
- Does your story have a conclusion that solves the problems in the story?

You have worked in this lesson to complete a nonfiction narrative. Once you are pleased with the final project, you will upload it to be scored. Before you upload your narrative, you may revisit any part of this lesson to ensure you have written your best work.

Once you have reviewed and revised your writing, upload your nonfiction narrative below.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Create an event sequence that illustrates a time when generations teach one another?
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters?
- Use transition words, phrases, and clauses to clearly convey sequence from one time to another?
- Use precise words and phrases, relative descriptive details, and sensory language to convey experiences and events?
- Write a conclusion that follows and reflects the narrated experiences or event?
- Use correct grammar and spelling throughout?
Unit Quiz: Generations

UNIT QUIZ

Please go online to view and submit this assessment.
Unit 2 - A Starry Home
In this project, you will take the role of the world’s most well-known scientist. The leaders of the world have asked you to present to them your opinion about the future of all humans. You will read several texts and think deeply about the impacts of leaving Earth. Remember, this is not only a scientific problem but also an emotional one: Earth is the only home humans have ever known. Are humans ready to leave the only place they have ever known? Will we be able to save everyone if we choose to leave?

As you read, consider many perspectives about making a home in space. Then prepare a presentation that you will deliver to the leaders of the world. Humankind will never be the same again.

Watch Plans to Colonize Mars (03:00) to learn about Elon Musk's plan to colonize Mars. It might be a little more complicated than you think!

Do you think it is possible for humans to become a multi-planet species? Jot some thoughts from the video in your ELA Journal.

Your student should realize that colonizing Mars would be a highly complicated process. While Musk believes it is possible, it would take considerable time, resources, and science to achieve this goal.

Elon Musk may be one of the world’s most famous thinkers about space exploration, but now it is your turn! You are going to read several texts, both fiction and nonfiction, and consider for yourself whether humans can achieve space colonization.

Here is what your project needs to include:

- An opinion essay answering the question for the leaders of the world: Should we make a home in space?
- A presentation to pair with your essay that contains your main points and visuals to support them
PROJECT RUBRIC

The Project Rubric will help you understand how your project will be scored. Your goal should be to earn all points for each part.

Information on conducting research can be found in the Research section of the Tool Kit in your Pearson e-textbook. To access this section, click Menu in the upper right-hand corner; then choose Toolkit from the list and select the section labeled Research.

TEACHING NOTES

All the readings in this unit deal with space exploration. While many are scientific informational texts, some are literary and present commentary on the essential question of whether humans could inhabit another home. Students should be considering these messages along with the scientific evidence. This is not entirely an academic question, but an emotional one as well. Students should also consider difficulties such as deciding who would be transported to the new home, and how people from different places all over the world might interact and learn to live with one another. For example:

- Is living on Earth part of the human experience? Will we change if we no longer live on Earth?
- Would everyone be able to leave Earth? What about the people who cannot?
- Can humans live without life we find on Earth that impacts our everyday lives?

Your student will keep a journal of evidence and thoughts throughout this unit that will help him or her develop their point of view on the topic. He or she may also wish to research viewpoints outside of the readings of the unit.

The focus of this unit is not to solve the complex problems, or even to argue whether space colonization is possible. The focus of this project is your student creating a compelling, well-supported opinion to a complex question that has no true correct answer.

Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.

COLLABORATION

Based on your learning so far, share with your group your initial thoughts on whether humans should make a home in space.

In the last unit, you explored your perspective on how generations can learn from each other. You learned about first reading strategies and close reading. Now, you will develop a perspective on the question: should humans build a home in space? You will continue to develop your close reading and analysis skills.

To begin your thinking, watch the video Earth Views in the Unit Introduction Activities and think about why people might want to explore space.
Now, you are going to read *Leaving Main Street* in myPerspectives Unit 2: A Starry Home, Unit Introduction. As you read, think about the following question:

- How does the author present the argument that people are born to explore the unknown?

After you read, write in your ELA Journal whether you think the author effectively convinced the audience that people are born to explore the unknown. What were the author’s best points? What would have made the argument stronger?

Write the author’s strongest pieces of evidence in your ELA Journal, or annotate them in the text if you have a copy. Think about what other pieces of information could have improved the author’s argument.

Lastly, in order to think about words that will help you in this unit, complete the Word Network for *A Starry Home* activity found in the Launch Text/Argument Model section of the text. Finding words that connect to the topic of space exploration will help you understand the texts you will read. You can also use these words in your writing.

You have thought deeply about the launch text “Leaving Main Street.” You also took many kinds of notes; save these for later. As you complete your project, you can return to ideas you thought were strong in “Leaving Main Street” or avoid ideas that you thought were weak. Now that you have warmed up your ideas, you will jump into a text from famous American science fiction writer, Ray Bradbury.

Are you ready to decide the future of all humanity?

✅ RATE YOUR EXCITEMENT

Please go online to view and submit this assessment.
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Objectives**
- To understand how the setting in a story shapes the conflict and the characters
- To write a comparison between a text and media presentation

**Books & Materials**
- *Dark They Were, and Golden-Eyed* by Ray Bradbury
- ELA Journal
- Index cards
- Computer

**Assignments**
- Read "Leaving Main Street."
- Complete first read of "Dark They Were, and Golden-Eyed" by Ray Bradbury.
- Complete the Close Read the Text and Analyze the Text and Analyze Craft and Structure activities.
- Complete first review of Dark They Were, and Golden-Eyed radio play, produced by Michael McDonough.
- Write opinion piece to compare the text and play.

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**LEARN ABOUT...**

You are going to read a short story that is science fiction. Before you do so, read [Ray Bradbury Biography](#). This background article will help you learn more information about the story's author, Ray Bradbury, who died in 2012. The background article is written in chronological order, or the order in which things happened in time. In this case, chronological order means the order in which things happened in Ray Bradbury's life. Other readings may also be written in chronological order. After you read this article, you should know more about the life of Ray Bradbury.

After reading, answer these questions about Ray Bradbury:

1. Which book helped Ray Bradbury become known as an author of well-written science fiction?
2. **True or false**: Ray Bradbury produced many different kinds of writing.

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**TEACHING NOTES**

Your student will read a background article about author Ray Bradbury. This will prepare your student for a later portion of the lesson, in which he or she will read a short story by Bradbury. The background article details Bradbury's life experiences in chronological order. After reading this article, your student should know more about Ray Bradbury.

Answer key:

2. **True or false**: Ray Bradbury produced many different kinds of writing. *(True)*
In the last part, you learned that you will deliver a presentation to the leaders of the world. You will decide whether humans should build a home in space. You read one author’s argument and thought about what strengthened the argument, and where it could have been improved.

Now, you will read a story by famous science fiction writer, Ray Bradbury. If you enjoy this story, you may wish to read more of his stories on your own!

In Ray Bradbury's “Dark They Were, and Golden-Eyed,” a family has left Earth to live on Mars. Because of a war on Earth, they cannot return. You will read to learn what happens to the Bittering family. As you complete your first read of the text, use your ELA Journal to jot your thoughts about the following questions:

- Who is this story about?
- What happens?
- Where and when does it happen?
- Why does it happen?
- What are the most important sections of text?

Now, read Dark They Were, and Golden-Eyed in myPerspectives Unit 2: A Starry Home, Whole-Class Learning.

VOCABULARY

- submerged
- forlorn
- canals
- immense
- atmosphere
- mosaic

TEACHING NOTES

Your student should be jotting their ideas to the questions above while reading and noting important sections of text. They may do so in their ELA Journal, by annotating a copy of the text if they have one, or in an Online Notebook (such as www.evernote.com).

Your student may need help understanding parts of the text that refer to the time period the story was written, which was in 1949. The text mentions patriotic names for features of Mars, such as “Rockefeller Rivers.” Your student can make a note of these names and look them up if it is helpful. Also guide your student to understand that some words are said in Martian.

ANOTHER WAY
WRITING ABOUT THE FACTS

You have been asked to write basic factual information about Ray Bradbury’s science fiction story “Dark They Were, and Golden-Eyed” in your ELA journal while you complete a first read of the story.
To help you do this, you can use a graphic organizer. Here is the graphic organizer you will be using, a Five W's Chart. While you read, fill in the Five W's Chart to help you keep brief notes about the basic facts of the story. Your notes do not have to be in complete sentences. You can write more detailed notes in your ELA journal. Doing this should help give you a better overall understanding of the story, which you will be analyzing and writing about in more detail later.

### TEACHING NOTES

Your student has been asked to complete a Five W's Chart while completing a first read of Ray Bradbury’s science fiction story “Dark They Were, and Golden-Eyed.” The graphic organizer provides an easy way for your student to keep track of basic facts in the story, which is important since after reading it more carefully, your student will be analyzing and writing about the story in greater detail. Filling out this graphic organizer is similar to answering the questions a journalist might answer in writing a news story: who, what, when, where, and why.

### COMPREHENSION

#### QUESTIONING AND INFERRING

Good readers ask questions before, during, and after they read. They infer the answers to these questions based on their own experiences and clues from the text. Good readers wonder why events in a story happen and think about answers. Good readers use other clues from the text as evidence to support their inferences.

Reread this excerpt from paragraph 20 from *Dark They Were, and Golden-Eyed*:

> They said we’d fail. Said the Martians would resent our invasion. But did we find any Martians? Not a living soul! Oh, we found their empty cities, but no one in them. Right?

What do you wonder after reading this excerpt? Do you wonder why there are no Martians on the planet? Do you wonder what happened to them? Based on your own knowledge and clues in the text, make an inference to answer your question. Practice asking questions and inferring answers as you read the text.

In your ELA Journal, make a four-column chart like this, to record your questions, evidence, and inferences as you read *Dark They Were, and Golden-Eyed*. Start with the excerpt you read from paragraph 20.

<table>
<thead>
<tr>
<th>Text Quote</th>
<th>Questions (What I wonder)</th>
<th>Clues in the text</th>
<th>Inferences (What I think)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;But did we find any Martians? Not a living soul!&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now practice reading accurately. To do this you are going to reread a part of meaning of the text. For reading to be fluent, you need to pronounce words correctly. Great readers wonder why events in a story happen and think about answers. Good readers use other clues from the text as evidence to support their inferences. 

You have been reading now for many years. There are probably many words that you know very well and can read accurately and quickly. This is called automaticity. When reading different genres, you will read many words that are new to you. Rereading new words and unfamiliar texts will help you develop into a better reader.

### TEACHING NOTES

Help your student infer answers to his or her questions using clues from the text as evidence. Your student’s chart may look something like this. Your student’s questions and inferences may vary.

<table>
<thead>
<tr>
<th>Text Quote</th>
<th>Questions (What I wonder)</th>
<th>Clues in the text</th>
<th>Inferences (What I think)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“But did we find any Martians? Not a living soul!”</td>
<td>What happened to the Martians?</td>
<td>There are empty cities. They were there at one time...</td>
<td>Maybe they are still there? Maybe they couldn’t survive?</td>
</tr>
</tbody>
</table>

After you finish reading, complete the Making Meaning: Comprehension Check questions in your ELA Journal.

### TEACHING NOTES

Possible Responses for Making Meaning: Comprehension Check:

1. The setting is Mars, during a time when people have fled Earth to avoid war. 
2. There is an atomic war on Earth.
3. The peach blossoms are changing.
4. Everyone from Earth has become Martian.

Summaries will vary; however, students should include: Harry Bittering, his wife, and their three children arrive from Earth to live on Mars; Harry is immediately anxious and fearful and wants to return to Earth; Cora wants to stay because she thinks there will be an atomic war on Earth; the war happens and people from Earth are stranded on Mars; Harry’s plants and animals start changing; Harry believes there will be more changes and starts building a rocket so they can leave Mars; bit by bit, Harry and his family slowly become Martians; five years later, when a rocket from Earth arrives on Mars, there are no more Earth people; Harry and everyone else have become Martians.

### FLUENCY

**READING WITH ACCURACY**

Great readers read accurately. When readers read make too many mistakes on words, they are not making meaning of the text. For reading to be fluent, you need to pronounce words correctly.

Now practice reading accurately. To do this you are going to reread a part of *Dark They Were, and Golden-Eyed.*

You have been reading now for many years. There are probably many words that you know very well and can read accurately and quickly. This is called automaticity. When reading different genres, you will read many words that are new to you. Rereading new words and unfamiliar texts will help you develop into a better reader.
To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Reread to clarify and to make your reading sound smooth.
4. Chunk unknown words into parts to help you read them.
5. Read words you know with automaticity.
6. Pay attention to new words.
7. Read more and more!

Look at the following sentences from *Dark They Were, and Golden-Eyed*. When you get to a tricky word, try to chunk it into parts. This will help you while reading.

The wind blew as if to flake away their identities. At any moment the Martian air might draw his soul from him, as marrow comes from a white bone. He felt submerged in a chemical that could dissolve his intellect and burn away his past.

They looked at Martian hills that time had worn with a crushing pressure of years. They saw the old cities, lost in their meadows, lying like children’s delicate bones among the blowing lakes of grass.

Consider these questions:

- What words did you know automatically without even thinking about them?
- Were there any tricky words for you? Did you break the word into chunks to help you read them?
- Did you read any new words? What did the words mean?

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you are going to reread *Dark They Were, and Golden-Eyed*. Your goal is to read the excerpt from the story smoothly and accurately. Read paragraphs 1–20 one time through. After reading, talk with your Learning Guide about any words that were tricky for you while reading and what strategy you used to help you figure the word out. Talk to your Learning Guide about words you read with automaticity. Remember, automaticity means you read without having to really think about how to pronounce a word, and you quickly and accurately recognize words.

Talk with your Learning Guide about any new words you read.

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your reading and look at the Fluency Rubric with your Learning Guide.

### TEACHING NOTES

Discuss how reading accurately helps with reading fluency because it makes it easier to understand the words and make meaning from the text.

Discuss the questions with your student after he or she reads the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to *Dark They Were, and Golden-Eyed*. Have your student read paragraphs 1–20 one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked a tricky word. Discuss what words your student read with automaticity and any new words your student read.
Record your student reading the text two more times. You can use the camera/video function on your phone or download a free voice recording app. After your student finishes reading two more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Have him or her identify any words pronounced incorrectly. Have your student practice those words and see if they are correct on the next reading. Look over the rubric and discuss how your student did.

If your student continues to make mistakes after rereading a few times, turn on the audio for the text. Have your student practice reading along with the audio and then practice reading without the audio a second time.

Review your answers. How well did you understand the story? If there are any sections that you still find confusing, use the strategy of rereading to clarify your confusion. Did you get all the important points in your summary? Good readers can summarize texts to make sure they understand the main points. If you need to, revise your summary now. This is a great opportunity to practice!

In this part, you used the first read protocol to understand the events of Dark They Were, and Golden-Eyed. You understood a science fiction setting and events that might happen in a science fiction story. Tomorrow, you will practice your close reading skills to understand the story’s message, or theme.

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RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

GRAMMAR

COMPLEX SENTENCES

Step 1

You have been reading to analyze relationships in a blog post. One way that an author can show relationships is through specific sentence types. You can think about how an author chooses a sentence type to signal relationships between ideas.

Read this sentence from "Dark They Were, and Golden-Eyed."

When the windows ceased rattling Mr. Bittering swallowed and looked at the children.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

Your Learning Guide has divided this sentence into chunks. Can you divide the chunks into two clauses? Remember, a clause is a sentence element that contains a subject and a verb.

Look at the clauses you divided. Are they dependent or independent? How do you know?

When you put an independent clause and a dependent clause together in a sentence, it is called a complex sentence. Complex sentences are effective in writing because a complex sentence indicates a specific relationship between the clauses. What specific relationship does today's sentence show? How do you know?

When an author wants to make a relationship between ideas very clear, he or she can use a complex sentence to signal that relationship. In the construction of this sentence, the author signals a time relationship.
It’s important to notice that today’s sentence doesn’t follow the usual punctuation rule. When you write a complex sentence, if the dependent clause comes first you should put a comma after that clause. Where should the comma go in today’s sentence?

When you read, you can pay attention to the sentence types an author choose. You know sentence types add variety to a text. They also can be used to signal relationships between ideas. This is an important part of an author’s craft.

Put the sentence back together and read it. How does the structure of this sentence help you understand the ideas in the sentence?

Step 4

You thought about how an author can use complex sentences to signal relationships between ideas. The use of different sentence types is an important part of the author’s craft. When you write, you can think about your own craft as an author. You can use complex sentences to signal how ideas are related.

Read these pairs of sentences. You might notice that the relationship between the sentences in each pair is not clear. Can you combine each pair into a complex sentence that signals a relationship between the ideas in the sentence? Keep in mind how you should punctuate complex sentences.

- Mr. Bittering noticed the food was changing. He decided to eat only food from Earth.
- Mr. Bittering was worried about what would happen. The family stayed on Mars.

Talk to your Learning Guide about at least one of your new sentences. What relationship does the sentence construction signal?

How does having an understanding of complex sentences help you be a better writer?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- When the windows
- ceased rattling
- Mr. Bittering swallowed
- and looked
- at the children.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that after the windows stopped shaking, Mr. Bittering looked at the children. It means he was nervous or scared.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices.
Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase "at the children" shows a relationship between *looked* and *children*. The object of the preposition is *children*. The phrase tells where Mr. Bittering looked.
- The author doesn't use the usual punctuation for a complex sentence. When a complex sentence starts with a dependent clause, there should be a comma after the clause.

Your student may make more observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about the prepositional phrase you see. What is the object of the preposition? What is the function of the prepositional phrase?
- What do you notice about the punctuation in this sentence? How does it not follow a rule you know about writing complex sentences?

**Step 3**

Your student should divide the sentence like this:

- When the windows ceased rattling
- Mr. Bittering swallowed
- and looked
- at the children.

*Answer*: The first clause is dependent. I know because it cannot stand on its own as a sentence. The second clause is independent. I know because it can stand on its own as a sentence.

*Possible response*: It shows that the action in the sentence happens after the windows are done rattling. I know this because of the subordinating conjunction when. It indicates a time relationship. It makes me think that the rattling windows disturbed him, and he couldn't do anything until after the rattling stopped.

*Answer*: after rattling

Possible response: It helps me understand how the ideas are related. I understand that Mr. Bittering didn't look at the children until after the windows stopped rattling.

**Step 4**

If necessary, provide your student a list of subordinating conjunctions:

- after
- although
- as
- because
- before
- even though
- if
- since
- though
Your student might revise the sentences like this:

- After Mr. Bittering noticed the food was changing, he decided to eat only food from Earth.
- Mr. Bittering was worried about what would happen if the family stayed on Mars.

Discuss with your student at least one of the sentences he or she wrote. For example, your student might say that the revision to the second sentence helps show the conditions in which Mr. Bittering would be worried.

*Possible response:* It gives me a way to show relationships between ideas.

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

_When the windows ceased rattling Mr. Bittering swallowed and looked at the children._

Then say, “This is a complex sentence. That means it combines an independent clause with a dependent clause. This sentence type is important because it gives the author a way to signal a relationship between the ideas in the clauses. Complex sentences show relationships in a way compound sentences do not.”

Have your student read this sentence from the story:

_He felt his heart pounding, and he was afraid._

Say, “This is a compound sentence. How do you know? (*It is made by combining two independent clauses.*) In this sentence, you know two things that happened. The author doesn't show a relationship between the idea. If you wanted to clarify how these two ideas are related, how might you do that?”

Have your student revise the sentence as a complex sentence signaling a relationship between the two ideas.

Your student might write something like this:

_He felt his heart pounding because he was afraid._

Ask, “How does this change the meaning of the sentence?” *Answer:* It tells why he felt his heart pounding. The ideas are clearly related.

Ask, “What kind of sentence is it now?” *Answer:* complex

Ask, “How does the type of sentence you choose impact the expression of your ideas?” *Possible response:* A complex sentence can signal a relationship in a way that a compound sentence doesn't.
**LEARN ABOUT…**

**MARS**

You are going to read a work of science fiction that involves Mars. Before you do so, read this article: “Astronomy: Planet Mars.” This background article will help you learn more about the planet Mars. The article has many photographs of Mars, including one that shows the size of Mars in relation to Earth and other planets in our solar system. Use these images to help you envision Mars. It is often helpful to use images like this to imagine concepts that may be somewhat hard to picture. After you read this article, you should know more basic information about Mars.

After reading, answer these questions about Mars:

1. *True or false:* In many ways, Mars is similar to Earth.
2. From Earth, what color does Mars appear to be?

---

**TEACHING NOTES**

Your student will read a background article about Mars. This will prepare your student for a later portion of the lesson, in which he or she will read a work of science fiction involving Mars. Your student can use the photographs of Mars in the article to help imagine what the planet might be like. After reading this article, your student should have a better idea of what the planet Mars is like.

Answer key:

1. *True or false:* In many ways, Mars is similar to Earth. (True)
2. From Earth, what color does Mars appear to be? (Red)

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You have completed a first read of Ray Bradbury’s “Dark They Were, and Golden-Eyed.” You practiced understanding the plot in a first read. You also began to understand the elements of a science fiction story, such as a setting that takes place on another world, and events that happen because of technology. Now, you are going to spend some time understanding the story more deeply.

Remember, when you close read, you revisit short sections of text using different questions, or lenses, to understand deeper meaning. Today you will reread:

- Paragraph 2
- Paragraph 34
- Paragraph 41
- Paragraphs 83–85
Reread these paragraphs now in myPerspectives Unit 2: A Starry Home, Whole-Class Learning. For each of these sections, complete the **Making Meaning: Close Read** activities and record your answers to the close read questions in your ELA Journal or online notebook. Make sure to record text evidence to support your answers or annotate in a copy of the text if you have one.

### TEACHING NOTES

- **Paragraph 2** – The comparisons suggest the family is not entirely safe. The author is suggesting that people from Earth are vulnerable on Mars.
- **Paragraph 34** - The language shows two purposes: it shows his panic and shows his inner conflict.
- **Paragraph 41** - The passage builds suspense because it emphasizes the destruction that has taken place on Earth and how cut off from Earth the people on Mars are.
- **Paragraphs 83–85** – Bradbury’s use of dialogue to show the conflict slows down the pace of the story to allow readers to really understand the conflict. It is more interesting to read through dialogue than Bradbury simply narrating the conflict through characters’ thoughts. All of this makes the conflict seem more intense.

You just used close reading skills to understand the conflict of the story. Now return to paragraph 54. As you read, notice how Harry and Cora react to the changes differently.

In your ELA Journal, write a paragraph about the conflict of the story and how characters are responding to the conflict differently. Be sure to support your answer with details from the text.

### TEACHING NOTES

Your student should indicate that the conflict is that the Earthlings are not safe on Mars. Bradbury creates a tense mood of danger. Harry seems frightened by the changes happening in the setting: “He felt his heart pounding, and he was afraid.” Cora and the other people living on Mars, however, do not seem to notice the changes. When Harry states, “They’re changed,” Cora responds, “Perhaps.” The men outside the grocery store state, “Can’t recall that it did much, Harry,” when he asks if they were scared by the changes.

### ANOTHER WAY

**CONFLICT: MAKING A CONNECTION TO YOUR OWN EXPERIENCES**

If you find it challenging to write a paragraph about the conflict and how the characters respond, take a moment to think about your own life experiences. You can connect your own experiences with conflict to what the characters experience.
Tell your Learning Guide about an experience you had in a new or challenging environment or setting. This might be related to moving to a new place. It might be related to an activity in which you had to deal with harsh weather elements. It can be any experience in which you experienced conflict due to the place you were.

How did you respond to the conflict? What did you do?

After talking about your own experience with conflict, you can go back and think about conflict in the story to write your paragraph.

If your student is struggling to write the paragraph about conflict in the story, have him or her consider his or her own experiences. If your student struggles to identify an experience in a new or challenging environment, you might share an experience of your own. The experience should show a conflict related to setting in order to mirror the conflict in the story. Then have your student tell of his or her experience.

If your student continues to struggle, ask prompting questions such as, “Have you ever done something outside and had the weather change suddenly? Have you gone camping in an environment you’re not used to? Have you moved to a new city or town?”

After your student takes some time to consider his or her own life, have your student return to the assignment, keeping these thoughts in mind.

### VOCABULARY

**WORD SOLVING STRATEGY: MOOD AS CONTEXT CLUES**

You have learned that authors give readers context clues in other sentences. These context clues help you figure out the meaning of unknown words. Now you will learn about another kind of context clue and word solving strategy. This strategy is called *mood as context clues*. Mood is the feeling of a text. You can figure out the mood by asking how the character is feeling in a particular paragraph.

Here is an example from *Dark They Were, and Golden-Eyed*. Reread p. 14 and find the word *unbidden*. The mood of this paragraph is fearful. Although the Bitterings are trying to go on with their lives, they are living in a constant state of fear. This gives you a clue that *unbidden* has a negative connotation. *Unbidden* describes their fear, and we know they do not want it around. Therefore, you can guess that *unbidden* means “not welcome or uninvited.”
In this part, you read the text closely to understand the conflict in the story. The conflict lies in the setting. You used the characters’ dialogue and internal thoughts to understand this conflict. In the next part, you will analyze how the characters change because of this conflict.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Dark They Were, and Golden-Eyed - Part 3

**Objectives**
- To understand how the setting in a story shapes the conflict and the characters
- To write a comparison between a text and media presentation

**Books & Materials**
- *Dark They Were, and Golden-Eyed* by Ray Bradbury
- ELA Journal or online notebook
- Computer

**Assignments**
- Read "Leaving Main Street."
- Complete first read of "Dark They Were, and Golden-Eyed" by Ray Bradbury.
- Complete the Close Read the Text and Analyze the Text and Analyze Craft and Structure activities.
- Complete first review of Dark They Were, and Golden-Eyed radio play, produced by Michael McDonough.
- Write opinion piece to compare the text and play.

### LEARN

In the last part, you used close reading skills to analyze the conflict in *Dark They Were, and Golden-Eyed* in *myPerspectives* Unit 2: A Starry Home, Whole-Class Learning. You learned that the conflict in the story is between the characters and the setting. Now, you are going to use close reading to analyze the characters and how they change.

When you did your close reading, you reread short sections of text with different lenses to gain a deeper understanding. Today, you will reread:

- Paragraph 135
- Paragraphs 212–222
- Paragraphs 269–278

As you read these paragraphs, complete the **Making Meaning: Close Read** activities.

### TEACHING NOTES

- Paragraph 135 – Harry Bittering speaking Martian is significant because it represents a change in the story. It shows that, even though Harry was scared of the changes happening on Mars, he himself is changing.
- Paragraphs 212–222 – The dialogue in these paragraphs shows Harry becoming more like the other men and accepting the changes that are happening.
- Paragraphs 269–278 – This lingering mystery adds to the story by creating drama. It also suggests that the Martians might remember they were once Earth people, but they are not sharing this information with the new arrivals from Earth.

You just learned that Mr. Bittering is changing, even though you read that he was originally scared of what was happening on Mars.
Please go online to view and submit this assessment.

Fractured fairy tales are well-known fairy tales with a twist. You have been thinking deeply about how the setting changes the characters in "Dark They Were, and Golden-Eyed." Now, it's your turn to think about how a setting might impact characters in another story. Visit [Fractured Fairy Tales](#). Choose a fairy tale to rewrite and pick a new setting. As you rewrite your fairy tale, think about how the setting would make the characters act differently or change the events in the story.

Today you learned that the setting in “Dark They Were, and Golden-Eyed” is shaping the characters. You used dialogue to understand that the characters are also changing differently: Mr. Bittering slowly, and Dan has completely changed. Take a few moments now to jot some ideas about how Earth helps us maintain our identity in your ELA Journal or online notebook. Using evidence from the text, capture some thoughts about whether humans should make a home in space.
LEARN

AVOIDING DANGLING MODIFIERS

Step 1
You have been reading to understand the main idea of a news article. When you read, you can think about how an author places modifiers correctly in a sentence. You can think about how the author makes sure that when a modifier starts a sentence, the word it’s modifying comes right after the modifier. An author has to be careful with modifiers because their placement affects the meaning of a sentence.

Read this sentence from “Dark They Were, and Golden-Eyed.”

Looking at the small white cottage for a long moment, he was filled with a desire to rush to it, touch it, say good-bye to it, for he felt as if he were going away on a long journey, leaving something to which he could never quite return, never understand again.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. You can break down the sentence to think about the way the author uses modifiers.

The sentence starts with a modifier. The first three chunks make up this modifier. Read these chunks. This phrase names an action, looking, but it does not identify who does the looking. When a sentence starts like this, the doer of the action has to be the subject of the main clause that follows the modifier.

Who is the doer of the action in the modifier?
The author was careful to make sure he named the person doing the action in the introductory phrase. You can think of this as a target the modifier is hitting.
When an author does not include a clear target for the modifier, a sentence has a dangler modifier. Look at this sentence:

Looking at the small white cottage for a long moment, it was hard to leave their home behind.

Think about what you know about modifiers that start a sentence. Why is this an example of a dangling modifier?

Dangling modifiers affect the clarity of sentences. A sentence with a dangling modifier is awkward.

Read today’s sentence again. How does including a clear target for the modifier help you understand the sentence?

**Step 4**

In this sentence, the phrase “Looking at the small white cottage for a long moment” has a clear target. You know who is doing the action. Sometimes an author makes an error and doesn’t include a clear target for a modifier that starts a sentence. This is called a dangling modifier.

To correct a dangling modifier, you need to add a target for the modifier. You usually then need to revise the rest of the sentence to make sense.

Can you fix these sentences?

- Having left behind the settlement, the villa became their new home.
- Without knowing exactly why, food grown in the Martian soil was avoided.
- After noticing the crops had changed, his wife’s pleas to eat the fruit went ignored.

How does adding a target for the modifiers improve the sentences?

---

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Looking at
- the small white cottage
- for a long moment,
- he was filled
- with a desire
- to rush to it,
- touch it,
- say good-bye to it,
- for he felt
- as if he were
- going away
- on a long journey,
- leaving something
- to which he could
- never quite return,
- never understand again.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that Mr. Bittering felt strongly about leaving the cottage. He felt like he wanted to say goodbye to it because he thought he might never be back there again but he didn't know why.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The author uses two adjectives to describe the house. There is no comma between the adjectives because they are cumulative adjectives. The adjective white forms a unit: “white cottage,” and small modifies the whole unit.

Your student may make more observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: “Do you see a place where the author uses more than one adjective to describe a single noun? Why isn’t there a comma between the adjectives?”

**Step 3**

*Answer: he (Mr. Bittering)*

*Answer: The doer of the action isn’t the subject of the main clause.*

*Possible response: I know who is doing the action in the phrase. It helps me picture what is happening in the story.*

**Step 4**

Your student might make the following corrections:

- Having left behind the settlement, the family made their new home at the villa.
- Without knowing exactly why, Mr. Bittering avoided food grown in the Martian soil.
- After noticing the crops had changed, he ignored his wife’s pleas to eat the fruit.

*Possible response: It clarifies who is doing the action in each modifier.*

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

Looking at the small white cottage for a long moment, he was filled with a desire to rush to it, touch it, say good-bye to it, for he felt as if he were going away on a long journey, leaving something to which he could never quite return, never understand again.
Then say, “The author makes sure there is a clear target for the modifier at the beginning of the sentence. You know that he, or Mr. Bittering, is doing the looking. When a modifier appears at the beginning of a sentence, there must be a clear target. Otherwise, you have a dangling modifier. You can avoid dangling modifiers by always making sure to follow your sentence-starting modifiers with a clear target.”

Have your student complete the sentences:
- Hoping to start a new life, ____________.
- To avoid being poisoned, ____________.

Your student might write sentences like these:
- Hoping to start a new life, the family moved to Mars.
- To avoid being poisoned, Mr. Bittering only ate food from Earth.

Have your student point out the target for each modifier (the family, Mr. Bittering). Remind your student that making sure there is a target directly following the modifier will prevent dangling modifiers.

Ask, “What do you need in a sentence to avoid a dangling modifier?” Answer: A target or “doer” of the action in the modifier.

You have thought about how the setting is shaping the characters. You used dialogue to understand that the Earthlings are changing and forgetting who they are on Mars. Now, you are going to think about details in the story that convey Bradbury’s message.

Science fiction writing usually is meant to reveal something about our current world and ourselves. Science fiction writers use story elements, such as setting and characters, to give a message, or commentary, on our world. This message or commentary is the theme of the story.

Now, complete the Making Meaning: Analyze the Text activities 1-4 in your ELA Journal. Make sure to reread any parts of the story that will help you answer the questions. Good readers practice posing questions to themselves to gain deeper understanding. On your journey to answering the analysis questions, what smaller questions can you ask yourself to find answers?

Complete the Making Meaning: Analyze the Text activities now in myPerspectives Unit 2: A Starry Home, Whole-Class Learning.

TEACHING NOTES

POSSIBLE RESPONSES

1. The constantly blowing wind represents the power of Mars, blowing against the people from Earth.
2. They start to speak Martian, their eye color changes, and they start to view Earth houses as odd and Earth people as ugly.
3. Perhaps the rescue team will also be influenced by being on Mars and become distracted from their original mission. This possibility is suggested when the lieutenant says, “What? Oh, yes, sir!” at the end of the story.
4. Responses will vary. Students may conclude that if we move away from Earth, our home, we may begin to lose what makes us human.
Has your opinion about making a home in space changed or become clearer? Do you agree with Bradbury's message?

In this part you analyzed a symbol and used predictions to understand the theme of a science fiction text. You learned that science fiction is meant to have a theme that helps us understand our own world. Next time, you will take a closer look at the structure of the text and the words Bradbury uses.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned that science fiction authors use their stories to deliver a theme, and that theme is about our world. Now, you are going to explore the figurative language that Bradbury uses in his story. Figurative language not only gives an author a more interesting way to say things but can also give deeper meaning than literal language.

Complete the Making Meaning: Analyze Craft and Structure activities. Remember:

- A **simile** compares two apparently unlike things using the words *like* or *as*.
- A **metaphor** compares two apparently unlike things by saying that one thing *is* another.
- **Personification** is a comparison in which a nonhuman subject is given human characteristics.

Now complete the Analyze Craft and Structure activities in *Dark They Were, and Golden-Eyed* in myPerspectives Unit 2: A Starry Home, Whole-Class Learning.

### TEACHING NOTES

#### POSSIBLE ANSWERS INCLUDE

1. | TEXT PASSAGE | TYPES OF FIGURATIVE LANGUAGE | EXPLANATION |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The children, small seeds, might at any instant be sown to all the Martian climes. (paragraph 2)</td>
<td>metaphor</td>
<td>The children are compared to seeds without using like or as.</td>
</tr>
<tr>
<td>They saw the old cities, . . . lying like children’s delicate bones among the blowing lakes of grass. (paragraph 9)</td>
<td>personification and simile</td>
<td>Cities are described as bones; the language compares cities’ posture to bones using like.</td>
</tr>
<tr>
<td>This was the moment Mars had waited for. Now it would eat them. (paragraph 41)</td>
<td>personification</td>
<td>Mars is portrayed as a monster, capable of eating humans.</td>
</tr>
</tbody>
</table>

2. The wind was a ghost that glided across their lives, turning their souls to brittle clay.
3. The old cities were delicate children’s bones.
Good readers pay close attention to language. Not only do they think deeply about metaphors, similes, and personification in a text, but they develop their own language through vocabulary. To build your vocabulary and think about the relationship between words, complete the Concept Vocabulary: Why These Words?, Practice, and Word Study activities in your ELA Journal.

**TEACHING NOTES**

CONCEPT VOCABULARY: WHY THESE WORDS? POSSIBLE RESPONSES

1. The concept vocabulary gives the reader a sense of what people from Earth are seeing, feeling, and experiencing on Mars.
2. *empty* (paragraph 20); *peaks* (paragraph 43); *ancient* (paragraph 43)

CONCEPT VOCABULARY RESPONSES

1. Responses will vary but should reflect the proper meaning of each vocabulary word.
2. Responses will vary.

WORD STUDY POSSIBLE RESPONSES

1. Answers will vary. Your student should indicate that while both mean extremely large, but immense might indicate an amount. Colossal is often used in to describe buildings or architecture.
2. Synonyms for forlorn: unhappy, downcast, sorrowful, gloomy, etc.

Return to the word network you made at the beginning of this lesson. You thought of words that relate to space exploration. What words can you add to your word network now? See how many you can find!

**TEACHING NOTES**

Possible words to add to the word network include: *rocket*, *vacuum*, *million*, *empty*, *scared*, *steaming*, and *silent*.

**FLUENCY**

READING WITH EXPRESSION

Great readers *read with expression*. When you read with expression, you use your voice to show the mood and feeling of the words. If you sound like a robot, you are not reading with expression. When reading fiction, your tone should change with what is happening in the story. You should use your storytelling voice when reading. While most of the reading you do now is silent, the voice inside your head should still be reading with expression.

You have been learning about different text structures and vocabulary in the story *Dark They Were, and Golden-Eyed*. Paying attention to text structures and important vocabulary will help you read with expression.
Let's practice reading aloud. Read paragraphs 1—20 of fluently.

Your Learning Guide will record you reading the paragraphs two more times. When you are finished, listen to the reader as he reads the similes, metaphors, and new vocabulary. Notice how his tone changes to emphasize these text structures and vocabulary. The mood of the different characters is also reflected in his tone as he reads.

Rules for reading with expression:

1. Think about what is happening in the story and how the character feels.
2. Change your tone of voice when reading dialogue.
3. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
4. Raise or lower your voice for text size, italics, or bold print.
5. Emphasize important vocabulary words.

Take a look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently.

Let's practice reading aloud. Read paragraphs 1–20 of Dark They Were, and Golden-Eyed one time through. Think about echoing the storytelling voice of the reader and emphasize text structures and important vocabulary.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Think about your expression in the section.

- Did you emphasize the text structures?
- Did you emphasize important vocabulary words?
- Did think about how the characters were feeling and use this to help you read with expression?

Your Learning Guide will record you reading the paragraphs two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

**TEACHING NOTES**

Discuss with your student how reading with expression helps with reading fluency because it helps readers make meaning of the text.

Listen to the story Dark They Were, and Golden-Eyed being read aloud in the e-text from 2:00 – 3:00. Discuss the reader’s expression as he read the text structures, important vocabulary, and dialogue.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.

Now have your student read paragraphs 1–20 of Dark They Were, and Golden-Eyed one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression.

Record your student reading the text two more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. Focus on the section on reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the page with expression for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.
After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Look over the rubric and discuss how your student did. Focus on the section on reading with expression.

If your student is continuing to make mistakes on words or with expression, model reading the page with expression for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

In this part, you thought deeply about language. You found metaphors, similes, and personification in the text, and determined how that figurative language added deeper meaning than literal language. You also grew your own vocabulary and word skills. In the next part, you are going to listen to a radio broadcast of *Dark They Were, and Golden-Eyed*, and think about the difference between hearing the text and reading it.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have used close reading and analysis to deeply understand Ray Bradbury's story, Dark They Were, and Golden-Eyed in myPerspectives Unit 2: A Starry Home, Whole-Class Learning. You thought about how the setting causes conflict and shapes the characters. You also analyzed Bradbury's language to see deeper meaning in the text.

Now, you are going to listen to a radio broadcast of this story. During the 1930s and 1940s, radio plays were a highly popular form of entertainment. However, with the rise of television, radio plays all but disappeared. These are similar to Podcasts today. Often, movies, TV shows, and radio shows are adapted from books and other texts. When stories get adapted, they are not always the same. As you listen to the broadcast, think about:

- Who is speaking and what they are saying.
- How they are saying their lines.

Document ideas about these thinking jobs in your ELA Journal or online notebook. Listen to the radio broadcast now.

Your student should notice sound effects such as the rocket landing on Mars, and other people arriving with the Bitterings. He or she should also note hearing the wind blowing, which appears throughout the text.

After you have listened to the broadcast, complete the Making Meaning: Comprehension Check activities in your ELA Journal. In addition to the Comprehension Check, answer these questions:

- In what way is the opening scene of the radio play similar to the story's opening scene?
- In what way does the opening scene differ from the story?

You may wish to listen to certain sections of the broadcast again to help you answer these questions.
In what way is the opening scene of the radio play similar to the story's opening scene? The same events occur: The family arrives on Mars.

In what way does the opening scene differ from the story? The radio play contains only dialogue, and sound effects enhance the mood.

Which did you find more effective: the story or the radio broadcast? Write a paragraph in your ELA Journal or online notebook stating your opinion and write a few pieces of evidence to support your thinking.

In this part, you compared an audio recording or a story to the original text. You learned that recorded versions of stories, including movies, are not always exactly like the texts that inspired them. In the next part, you will write a brief essay explaining the difference between the text and the radio broadcast of Dark They Were, and Golden-Eyed.

Please go online to view and submit this assessment.
You have deeply analyzed a Science-Fiction text and compared it to a media recording. Your analysis revealed that not all media recordings of texts are the same as the texts themselves. Now, you are going to use your skills as a writer. Writers engage in a process:

- Prewriting
- Drafting
- Revising
- Editing
- Publishing

This process allows writers to produce polished final versions of their writing. In this part, you are only writing briefly, so you will only participate in prewriting and drafting.

To get your thoughts flowing, complete the Effective Expression: Writing to Compare Prewriting assignment. Your goal will be to write a brief (three to four paragraph) essay in which you analyze the techniques that each version uses to bring this tale to life. You will conclude with an evaluation that tells which version is more effective.

Now, complete the Effective Expression: Prewriting activities of Dark They Were, and Golden-Eyed in myPerspectives Unit 2: A Starry Home, Whole-Class Learning.

**TEACHING NOTES**

- **Analyze Author's Purpose:** Your student should indicate that Bradbury’s goals were to deliver a theme about what makes us human and how we might lose our humanity. McDonough’s goals were to convey Bradbury’s story, but also to entertain the audience.
- **Compare Elements:** Your student’s answers to comparing the plot, characters, and mood may vary, but should indicate an understanding of both sources.
- Your student may wish to think about these additional questions to prime his or her thoughts: Which narrative elements are stronger in Bradbury’s short story and which have a greater impact in the radio play? Which version of the tale is more effective? Why?
Now that you have prepared your ideas, complete the Effective Expression: Drafting activity. Remember, you are writing a rough draft, not completing a final product. You may need to review the text, the broadcast, or your notes to write your rough draft. You may write it by hand in your ELA Journal, or you may type it. Work to complete your draft in about thirty minutes.

### TEACHING NOTES

If your student is struggling to organize his or her essay, suggest the following structure:

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Describe the narrative and mediums you are comparing.</th>
</tr>
</thead>
</table>
| Body         | I. Opening Explain how the plot is developed in each version.  
               II. Characters Tell how characters are presented in each version.  
               III. Mood Identify the mood created by each version. |
| Conclusion   | V. Evaluation State which version is more effective. |

If your student needs an extension activity, encourage him or her to include transition words to show the relationship between their ideas.

Your student’s answers may vary but should include techniques that appeared in each the story and the broadcast and include language about how those impacted the version. His or her essay should also include a clear opinion as to which version was more effective with reasons to support their opinion. Because this is a rough draft, your student’s essay does not need to be completely error free. However, he or she should make a reasonable attempt to use proper writing mechanics.

### ANOTHER WAY

#### WRITING ABOUT TWO VERSIONS OF ONE STORY

You have been asked to compare and contrast Ray Bradbury's science fiction tale “Dark They Were, and Golden-Eyed” and a radio play adaptation of the story and then write about that comparison/contrast. To make it easier to compare the two, you will first use a graphic organizer called a Venn diagram to compare (look at similarities) and contrast (look at differences) between the two versions of Bradbury's story.

You will be using a Venn Diagram. Label the topic on the left-hand side as “Dark They Were, and Golden-Eyed,” and label the topic on the right-hand side as “radio play adaptation.” These parts of the diagram are used to point out differences. As an example unrelated to these texts, if the diagram were about dogs, you might write on the left-hand side that an article about dogs says that one breed of dogs is quiet. Then, since you are examining differences, if another article tells you that another breed of dogs is loud, you might put that on the right-hand side. In the middle, you can put a similarity, such as if both articles mentioned that dogs are loyal.
When you fill out this Venn diagram, you are going to be focusing on techniques that each version uses to bring the science fiction tale to life. You will end up with three or four similarities between the two (in the middle column) and three or four differences (in which you tell what the written story and radio adaptation do differently). You will then use this to help you write the three- or four-paragraph essay analyzing the techniques each version uses to bring the tale to life.

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### TEACHING NOTES

Your student has been asked to compare and contrast the techniques that a written science fiction story and a radio adaptation of the story use to bring the stories to life. Your student may use the Venn diagram listed above to help take notes before completing the writing assignment. If your student needs an example of a completed Venn diagram, then you may use one like this to show how they work. Your student should understand that there are various techniques that authors can use to bring stories to life, such as dialogue, vivid descriptions, etc.

---

You have spent a long time with this story. If you enjoyed it, you may wish to look up other stories by Ray Bradbury, such as "All Summer in a Day" and practice your analysis skills on those or read them for enjoyment. Before you conclude your study of this piece, take some time to jot thoughts about the project in your ELA Journal. What is your current thinking on whether humans should build a home in space?

---

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned that science fiction is a genre that uses science, technology, and futuristic settings for authors to make a point about our world. Review your close read notes from Dark They Were, and Golden-Eyed in myPerspectives Unit 2: A Starry Home, Whole-Class Learning. Think about these questions:

- How did the characters change throughout the story?
- Why did they change?
- What might Bradbury be attempting to communicate to the reader through this change?

After you have reviewed your notes, write one to two paragraphs in which you answer this question:

- What is Bradbury’s theme or message communicated in “Dark They Were, and Golden-Eyed?”

Include at least two examples from the text to support your answer.
Did you:

- Introduce what Bradbury's theme or message communicated in "Dark They Were, and Golden-Eyed"?
- Include at least two examples from the text using relevant quoted evidence or credible sources to support your answer?
- Use words, phrases, and clauses to create cohesion in your supported claims?
- Establish and maintain a formal writing style?
- Provide a concluding statement that supports the argument presented and encourages the reader to accept the author's viewpoint?
- Use correct grammar and spelling throughout?

You continued to develop your close reading and analysis skills. You began to develop your opinion on the topic of humans finding a home in space using the theme of a fictional text. In the next lesson, you are going to read a nonfiction text and, using your analysis skills, continue to develop your opinion for your project.
### Objectives
- To understand how details support the main ideas in a text
- To use details to create a blog post and write an opinion piece

### Books & Materials
- "Danger! This Mission to Mars Could Bore You to Death!" by Maggie Koerth-Baker
- ELA Journal
- Dictionary
- Computer
- Index cards

### Assignments
- Read "Danger! This Mission to Mars Could Bore You to Death!" by Maggie Koerth-Baker.
- Complete a first read and Comprehension Check of "Danger! This Mission to Mars Could Bore You to Death!"
- Write a blog post answering this question: Is the effort to combat boredom on a mission to Mars worth the expense?

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**LEARN ABOUT...**

You are going to read a nonfiction article about what it might be like to travel in space for long periods of time to reach another planet. Before you do so, read If We Successfully Land on Mars, Could We Live There? This background article will help you learn more about what it might be like to live on Mars.

The article has bold headings that help divide the writing into sections. These headings briefly explain the main idea of each section in the article. Use these headings to help keep you focused as you read. This is a strategy you can use when reading other articles with similar organization. After you read this article, you should know more about what it might be like to live on another planet.

After reading, answer these questions about living on Mars:

1. **True or false:** Mars may be too hot for humans to live there.
2. According to the article, by what year does NASA want to send humans to Mars?

---

**TEACHING NOTES**

Your student will read a background article about living on Mars. This will prepare your student for a later portion of the lesson, in which he or she will read a nonfiction article about traveling long distances in space. After reading this article, your student should have a better idea of some of the difficulties of living on another planet.

1. **True or false:** Mars may be too hot for humans to live there. (False)
2. According to the article, by what year does NASA want to send humans to Mars? (2030)
In the last lesson, you completed a first read to understand the plot of a fictional text. Now, you are going to use a similar first read to understand the main ideas of a nonfiction text. Through this reading, you will continue exploring the question: should humans build a home in space?

Today, you will read an article about an unexpected challenge in colonizing space: boredom. This article mentions Ernest Shackleton, who led several expeditions to the South Pole in the early 1900s. While these icy voyages took a huge toll on the crew’s bodies, crew members also struggled with the mental stress of being isolated from society for months on end. On a mission to Mars, astronauts would also have to endure long periods of isolation and boredom. As you read "Danger! This Mission to Mars Could Bore You to Death!,” think about the following questions:

- What are the general ideas in this text? What is the text mostly about?
- What are the most important sections of this text?

As you read, use your ELA Journal to jot your ideas. Now, read Danger! This Mission to Mars Could Bore You to Death! in myPerspectives Unit 2: A Starry Home, Whole-Class Learning.

**VOCABULARY**
- chronic
- stimulus
- subconsciously
- excruciatingly
- monotony
- catastrophic

**TEACHING NOTES**

While your student is reading, assess his or her fluency. Ask your student to read with expression. Often, when a text presents complicated ideas, reading with expression is an effective way to help make meaning of the text. Model showing excitement in your voice and using inflection to indicate questions in the reading.

Encourage your student to use the vocabulary notes in the text to help with unknown words. You might encourage him or her to slow down when the text presents complicated ideas to make sure
Possible responses:

1. They are living as if they were on Mars. They are testing the effects of extreme boredom.
2. A journey to Mars will take about eight months each way.
3. One of the biggest threats to a manned Mars mission is boredom.

Summaries will vary. Students should include most of the following: Scientists are studying boredom because it is one of the biggest threats to a manned Mars mission as well as other long journeys through space; when most living things get bored, they look for sensory stimulation; boredom is not well understood in people, but it seems the human brain is always active; people who are bored experience a form of stress; on a long space journey, if bored people make a mistake there could be a disaster; living in Antarctica is similar to living in space, and Antarctic explorers have done disastrous things because of boredom; to combat boredom, scientists working in Antarctica invent ways to entertain themselves, and astronauts are kept constantly busy on space missions; if we are going to successfully travel to distant planets, we must find ways to deal with boredom.

How did you do on your summary? Did you get the important ideas from the article? Remember that summarizing is a skill that helps readers make meaning of text. Make sure your summary is objective, which means it does not have any opinions in it. Did you include just the facts?

Now, deepen your understanding of the text by completing the Language Development: Concept Vocabulary activities in your ELA Journal. Make sure to include the practice exercises in your work!

Concept Vocabulary Possible Responses:

Why these words?

1. Responses will vary. Students might say the concept vocabulary gives them a better sense of how serious and intense boredom can be.
2. Windowless (paragraph 1); repetitive (paragraph 4), harmful (paragraph 4).

Practice Answers:

1. A patient’s chronic cough might signal a more serious condition.
2. One stimulus a person might seek if he or she were sleepy could be exercising.
3. If someone were subconsciously nervous about speaking in front of people, he or she might make a lot of mistakes.
4. An excruciatingly painful headache might feel like there was a loud drum pounding in your head.
5. People might find monotony in household chores because these tasks are usually repetitive.
6. In a catastrophic oceanic event, a ship might sink.
Now that you have an understanding of the major ideas in the text, dig a little deeper. You will return to Paragraph 4 and Paragraph 7 and complete the Close Reading activities. Make sure to record evidence in your ELA Journal, or you can annotate a copy of the text if you have one.

### TEACHING NOTES

#### Answers for Close Reading Activities for Paragraphs 4 and 7:

**Paragraph 4:**

Annotate: The student has noticed and highlighted text that indicates the behavior of living things and has recorded this text in his or her ELA Journal.

Question: Possible response: I think the writer uses these examples to show that even the most basic creatures—amoebas—need sensory stimulation.

Conclude: The details support the topic sentence by showing that people aren't the only living things negatively affected by boredom.

**Paragraph 7:**

Annotate: The student has noticed details about problems with boredom.

Question: Possible response: I think the author has included these facts to emphasize the seriousness of the problem.

Conclude: The phrase “a long journey through nothingness” strongly conveys the challenges of traveling to Mars.

In this part, you completed a first read of the article “Danger! This Mission to Mars Could Bore You to Death!”. You might notice that when you complete a first read, you are trying to understand the most important points in a text. You thought about a group of vocabulary words that deepen your understanding of the author’s point. Finally, you searched for details that support the author’s point as a close reading lens. Congratulations on sharpening your skills!

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

**GRAMMAR**

**COORDINATE ADJECTIVES**

**Step 1**

You have been reading to understand an author’s main ideas in an article. An author can use adjectives to add details that help you understand the points he or she is making. These adjectives contribute to imagery, mood, and tone. When an author uses multiple adjectives to describe one noun, he or she is careful to punctuate them correctly.

Read this sentence from *Danger! This Mission to Mars Could Bore You to Death*.

Right now, six people are living in a nearly windowless, white geodesic dome on the slopes of Hawaii's Mauna Loa volcano.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. On which chunk does the author use multiple adjectives to describe a single noun?

Why is there a comma between *windowless* and *white* but not between *white* and *geodesic*?

The adjectives *windowless* and *white* are coordinate adjectives. This means the adjectives separately modify the noun dome. When an author uses coordinate adjectives, he or she has to separate them with a comma.
On the other hand, *white* and *geodesic* are cumulative adjectives. Cumulative adjectives don’t separately modify the noun. The adjective right before the noun creates a unit with the noun. The adjectives *windowless* and *white* are modifying the whole unit “geodesic dome.”

One way you can tell the difference between coordinate and cumulative adjectives is to try to rearrange the adjectives. Try rearranging the adjectives in today’s sentence. Rewrite the sentence a few ways with the adjectives in different orders. Treat “nearly windowless” as one adjective.

You probably noticed that when you move *geodesic* to other positions in the order, the noun phrase sounds awkward. This helps you understand that *geodesic* belongs right before the noun as part of a unit.

The author uses coordinate and cumulative adjectives to describe the dome in which the people live. Having rules for using more than one adjective allows the author to stack up descriptions and add meaning to the sentence. Read today’s sentence again. Think about the ideas in the article and the summary you completed last time. How do the coordinate and cumulative adjectives support the author’s points?

**Step 4**

You can use coordinate and cumulative adjectives in your own writing. When you do, you need to make sure you punctuate them correctly.

When you are deciding whether adjectives are coordinate or cumulative, you can use a trick to figure out how to punctuate them. You can try adding the word *and* between two adjectives. If the phrase with *and* makes sense, the adjectives are coordinate and need a comma between them. If the phrase doesn’t make sense, the adjectives are cumulative and shouldn’t have a comma between them.

Try it with today’s sentence. You can say “It was a nearly windowless and white dome.” This makes sense. It shows you that the adjectives are coordinate. On the other hand, this sentence sounds wrong: It was a windowless and geodesic dome. This helps you understand the adjectives are cumulative.

Read the following sentences. Add commas to separate coordinate adjectives:

- Animals who don’t have mental stimulation can fall into repetitive harmful patterns of behavior.
- The participants are living in a large plain-looking white building.
- Before they can go outside, the people have to put on bulky custom suits.

How did you figure out which pairs of adjectives needed commas? How can this trick help you when you write?

---

**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Right now,
- six people
- are living
- in a nearly windowless, white geodesic dome
- on the slopes
- of Hawaii’s Mauna Loa volcano.
Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that six people are living in a plain-looking structure in Hawaii.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The prepositional phrase “on the slopes” shows a relationship between dome and slopes. The object of the preposition is slopes. The phrase tells where the dome is.

Your student may make more observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: “Tell me about one of the prepositional phrases you see. What is the object of the preposition? What is the function of the prepositional phrase?”

**Step 3**

Your student should identify this chunk:

- in a nearly windowless, white geodesic dome

*Answer: Windowless and white are coordinate adjectives. White and geodesic are cumulative adjectives.*

Your student might try these or other arrangements:

- white, nearly windowless geodesic dome
- white, geodesic, nearly windowless dome
- geodesic, white, nearly windowless dome

*Possible response: The way the dome is described sounds very boring. The whole article is about studying boredom. The adjectives in the sentence help create a mood that supports this.*

**Step 4**

*Answers:*

- Animals who don't have mental stimulation can fall into repetitive, harmful patterns of behavior.
- The participants are living in a large, plain-looking, white building.
- Before they can go outside, the people have to put on bulky custom suits. (no comma)

*Possible response: I tried putting the word and between the adjectives. If it made sense, I knew to add a comma because the adjectives are coordinate adjectives. This can help me in my own writing when I am describing things with adjectives. I can stop and think about whether I am using coordinate or cumulative adjectives so I can punctuate them correctly. I can pause and try adding and between my adjectives to see if I should include a comma.*
**LEARN ABOUT...**

**BOREDOM**

You are going to read a nonfiction article about space travel and the boredom that may occur on a long space journey. Before you do so, read this article: "I'm Bored." This background article will help you learn more about boredom. The article contains pictures that people have drawn relating to boredom. As you read, try to compare these pictures to concepts in the article. After you read the article, you should know more basic information about boredom.

After reading, answer these questions about being bored:

1. **True or false:** According to the article, it is normal and healthy to feel bored all the time.

2. **True or false:** Exercise is a good way to overcome boredom.
Your student will read a background article about boredom. This will prepare your student for a later portion of the lesson, in which he or she will read a nonfiction article about the boredom that can happen on long space journeys. The background article contains some drawings that may help your student understand the concepts in the article better. After reading this article, your student should know more about boredom.

Answer key:

1. True or false: According to the article, it is normal and healthy to feel bored all the time. (False)
2. True or false: Exercise is a good way to overcome boredom. (True)

In the last part, you found details that supported an author’s point that boredom would be a significant challenge in a mission to Mars. Now, you will think about how the author organizes details in the text to further support her point.

Now, you are going to reread the article. Rereading is a powerful strategy! As you read, think about the following items:

- Write a one-sentence summary of each paragraph in your ELA Journal or online notebook.
- Decide if each paragraph presents a new idea or supports an idea that has already been presented.

Now, reread Danger! This Mission to Mars Could Bore You to Death! in myPerspectives Unit 2: A Starry Home, Whole-Class Learning.

Encourage your student to use the topic sentences of each paragraph to understand if the paragraph presents new information or is a supporting paragraph. You might ask him or her, “Does this paragraph connect to something that has already been said, or is it a new idea?”

The author of this article often uses examples to support larger points, such as mentioning the behavior of bored animals at zoos to emphasize the impact of boredom in paragraph 4. Ensure your student is connecting these examples as supporting ideas.

After you have finished rereading and finding the summary, complete the Making Meaning: Analyze the Text activities in your ELA Journal. Make sure you make note of any specific evidence from the article that influences your view on the question should humans make a home in space?
POSSIBLE RESPONSES

1. Lack of stimulation can affect the mind’s normal functioning. Long-term boredom can be like depression.
2. Responses to (a) and (b) will vary but should be supported by evidence from the text.
3. Responses will vary. Students might say a benefit of space travel is it demands that people perform at their best. A drawback to space travel is that people might face the challenge of chronic boredom.

ANOTHER WAY

USING WORDS TO MAKE COMPARISONS

If it’s challenging to identify benefits and drawbacks of space travel, you can think about how words are used to make comparisons.

Think about these pairs of words:

- Pros and cons
- Benefits and drawbacks

In each pair, which word means something is *good*? Which word means something is *bad*? If you need to, look up the words in a dictionary.

Then think about a decision you have had to make in your life. What were the pros (or benefits) and cons (or drawbacks) of your options?

After using the words *benefits* and *drawbacks* to talk about your own experiences, go back and answer the question about the text.

TEACHING NOTES

Answers:

- Something is good: pros, benefits
- Something is bad: cons, drawbacks

As your student describes a decision he or she had to make, encourage the use of the words *benefits* and *drawbacks*.

When it seems that your student has an understanding of the terms and the way they are used to make comparisons, have him or her return to the question about the text.
QUICK CHECK

Please go online to view and submit this assessment.

VOCAUBULARY

PRACTICE DENOTATION vs. CONNOTATION

You have learned the difference between denotation and connotation. Denotation is the literal meaning, or dictionary definition, of a word. Connotation is the social meaning, or feeling, of a word. Connotation can be positive or negative. If you need to review this concept, watch this video again.

Please go online to view this video ▶

TEACHING NOTES

Help your student locate each word and read the sentence in the text. Your student should use a dictionary or his or her background knowledge to produce the denotation. Help your student use sentence-level connections to determine the connotation. If your student is struggling, ask these questions.

- Does this word feel positive or negative?
- Have you ever heard this word used before? When?
- What is happening in this paragraph?
- What does this word or phrase mean in this paragraph?

Your student’s chart might look something like this.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonyms</th>
<th>Connotation</th>
<th>Differences</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>excruciating</td>
<td>severe, intense, violent</td>
<td>severe-neutral</td>
<td>Excruciatingly is usually used to describe pain: either literal or figurative.</td>
<td>The teen girl was suffering from excruciatingly painful stomach aches.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>intense-neutral</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>violent-neutral</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>violent-negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>excruciatingly-negative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You are becoming an expert in tracking details over a text! Authors think carefully about how to organize ideas and details in a text. They ask questions such as:

- How should ideas be introduced?
- How are key ideas supported?
- Which ideas should be grouped together?

You will need to answer these questions for the report you will write to the leaders of the world. To help you answer these kinds of questions, read *Making Meaning: Analyze Craft and Structure* and complete the exercises there in your ELA Journal or online notebook.
In this part, you learned that authors carefully select and organize details in their writing. This influences the structure of a text. Next time, you are going to organize your own ideas into a blog post.

**POSSIBLE RESPONSES**

1. What details are provided in the introduction? | Chronic boredom is boredom that lasts for a very long time.
---|---
What aspects of the topic are explored in the body paragraphs? | Chronic boredom is a major challenge for astronauts on space missions as well as for other people living in extreme, isolated situations for a long period of time.
What key idea is reinforced in the conclusion? | Chronic boredom can lead to disastrous mistakes on space missions and can lead people to engage in risky behavior.

2. (a) **In fact; and so; but.**
(b) **In fact** is used for emphasis, and **so** is used to show cause and effect, and **but** is used to show a contradictory.

3. Like scientists at HI-SEAS and astronauts on the International Space Station, people on expeditions to Antarctic isolated conditions and face chronic boredom.

In this part, you learned that authors carefully select and organize details in their writing. This influences the structure of a text. Next time, you are going to organize your own ideas into a blog post.
**FLUENCY**

**READING WITH PHRASING**

You have been reading many different texts about a variety of different topics so far. Now you will practice your fluency by rereading the article "Danger! This Mission to Mars Could Bore You to Death!"

Great readers read with phrasing. Phrasing means grouping words together into units. When readers read word for word they sound like a robot and it is not fluent reading.

Rules for reading with phrasing:

1. Phrases will typically be two or three words but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.
4. Phrases will always start or stop at the beginning or end of quotation marks.

Go to your e-text of "Danger! This Mission to Mars Could Bore You to Death!" and click on the audio to listen to a person read the first paragraph of the article. While you listen, follow along with the text below.

Notice how the reader in the audio scoops words together into phrases, instead of reading them robotically. After you listen to the text being read aloud, practice reading the paragraph on your own. The bolded groups of text will help you chunk the words into phrases.

Right now, **six people** are living in a **nearly windowless**, white geodesic dome on the **slopes of Hawaii's Mauna Loa volcano**. They sleep in **tiny rooms**, use no more than **eight minutes of shower time** a week and **subsist on a diet of** freeze-dried, **canned** or preserved food. **When they go outside**, they exit through a **mock air lock**, clad head to toe in **simulated spacesuits**. The dome's occupants are **playing a serious version** of the game of **pretend**—what if **we lived** on Mars?
Look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. Read over what you need to do to be proficient in reading in phrases. How do you think you did when reading the sentences?

Now let's practice reading the next two paragraphs of "Danger! This Mission to Mars Could Bore You to Death!" one time through, using the rules of phrasing.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Also think about your phrasing on the page.

1. Did you read in phrases of two or three words?
2. Did you pause for commas or at the end of sentences?
3. Did you use any parentheses to help you read in phrases?

Your Learning Guide will record you reading paragraphs 1—3 two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

TEACHING NOTES

Discuss with your student how reading with phrasing helps with reading fluency because it helps readers make meaning of the text.

Go to the e-text of "Danger! This Mission to Mars Could Bore You to Death!" and click on the audio to listen to a person read the first paragraph of the article. Listen from 0:55-1:32.

Listen to your student practice reading the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Go to "Danger! This Mission to Mars Could Bore You to Death!" and have your student read the paragraphs 2—3 one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked tricky words. Praise your student if he or she read in phrases. Help your student answer the questions.

Record your student reading paragraphs 1—3 two more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the better his or her phrasing became. Look over the rubric and discuss how your student did.

If your student is continuing to struggle with phrasing, model reading the text with phrasing for your student line-by-line and have your student echo it back to you, using this video for guidance.

You have learned that authors think deeply about the details they include in their texts and how they arrange those details in writing. Now, you are going to write a blog post. A blog is an online journal in which the author provides information or gives an opinion.
INTERACTIVE ACTIVITY

Take a few minutes now to review some blogs about money for teens at Teens Got Cents. Look at a few blog posts. As you are looking at them, think about these questions:

- How is the blog organized? Are there sections? Headings?
- What kinds of details do the authors provide?

TEACHING NOTES

There are many styles of blog your student may encounter on the website. He or she should notice that the authors have multiple tools to help write their blog:

- formatting and layout
- headings
- artwork and pictures
- text boxes

Blog writers make choices about these tools based on the purpose of their blog: to inform or persuade.

You have seen multiple blog posts and now you will write your own! Your blog post does not need to be as long as some of the ones you read; two to three paragraphs will do. You are going to write a blog in response to “Danger! This Mission to Mars Could Bore You to Death!”

Answer this question:

- Is the effort to combat boredom on a mission to Mars worth the expense?

You might need to do some brief research to gather more details for your opinion. Make sure you get information from reliable sources such as NASA. Once you have enough details, draft your blog post. Think about the following as you write:

- Organize the information you will use in your blog post so that your reasons and evidence are clearly connected and flow logically.
- Acknowledge and address alternative or opposing claims.
- Provide a concluding statement that follows from and supports your argument.

You may create your blog post by hand, or you may choose to make an actual blog on a platform such as Blogger.

Write your blog entry now!
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- Organize the information you will use in your blog post so that your reasons and evidence are clearly connected and flow logically.
- Acknowledge and address alternative or opposing claims.
- Provide a concluding statement that follows from and supports your argument.

You may create your blog post by hand, or you may choose to make an actual blog on a platform such as Blogger. Write your blog entry now!

Congratulations on your blog post! If you created your post online, you may wish to publish it to the web! If you did not quite finish today, take a few minutes next time to finish or revise your blog post. Today you used your knowledge of details to organize an effective piece of writing. Next time, you will use the skills you have learned to write an opinion.

Please go online to view and submit this assessment.
## Objectives
- To understand how details support the main ideas in a text
- To use details to create a blog post and write an opinion piece

## Books & Materials
- "Danger! This Mission to Mars Could Bore You to Death!" by Maggie Koerth-Baker
- *Dark They Were, and Golden-Eyed* by Ray Bradbury
- *Leaving Main Street* in *myPerspectives*
- ELA Journal
- Computer

## Assignments
- Read "Danger! This Mission to Mars Could Bore You to Death!" by Maggie Koerth-Baker.
- Complete a first read and Comprehension Check of "Danger! This Mission to Mars Could Bore You to Death!"
- Write a blog post answering this question: Is the effort to combat boredom on a mission to Mars worth the expense?

### USE

You have tracked details across a text to understand how the author used them to support their key points. Remember, an effective argument contains these elements:

- a clear statement of your claim on an issue that has more than one side
- information about the issue
- persuasive evidence and logical reasoning that support the claim
- statements that acknowledge opposing views and offer counterarguments to these views
- a clear organizational structure
- words, phrases, and clauses that show the relationships among claims, reasons, and evidence
- a formal style

If you would like to review a model of a well-crafted argument, review the Launch Text *Leaving Main Street* in *myPerspectives* Unit 2: A Starry Home, Unit Introduction.

Now, gather evidence from *Leaving Main Street; Dark They Were, and Golden-Eyed*; and "Danger! This Mission to Mars Could Bore You to Death!"
USE FOR MASTERY

Complete the chart by sorting the benefits and risks of exploring Mars according to *Leaving Main Street; Dark They Were, and Golden-Eyed;* and “Danger! This Mission to Mars Could Bore You to Death!”

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• has some similarities on Earth</td>
<td>• costs too much money</td>
</tr>
<tr>
<td>• can support life</td>
<td>• travel takes too long</td>
</tr>
</tbody>
</table>

Which thesis statement BEST supports a claim that the risks of going to Mars outweigh the benefits?

- Although traveling to Mars takes way too long and costs too much money, the risks do not outweigh the benefits.
- Although Mars can support life, it is too risky to travel there because of time and money.
- Although it not expensive to travel to Mars, the risk taken to find out if Mars is similar to Earth is not worth it.
- Although Mars has similarities to Earth, it is too risky to travel there because Mars can support life.
In this unit, you have read a story about how leaving Earth impacted the characters as well as an informational text that outlined a significant challenge in making a home in space. You will present your opinion at the end of this unit, but for now, it is time to start thinking deeply about the challenges connected to finding a new home.

In your ELA Journal, make a T-chart on which you label one side “Human Challenges” and the other “Scientific Challenges.” It might look like this:

| Human Challenges | Scientific Challenges |

Think about your reading. You learned about some of the scientific and technical challenges of settling in space, but what about the challenges of all humans coming together to colonize space? Have you ever had difficulty getting along with someone? Can humans leave their home and all they have ever known? Could everyone afford being sent into space? If not, who should be left behind? And who are the brave people that would establish a home in space, not knowing if it is even possible or if they would survive? These are examples of human challenges that would need to be solved to successfully bring people from all over the world together to make a home in space.

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Spend some time imagining challenges that are human and challenges that are scientific. Sort them on your T-chart. You can draw them from your reading and from your own thinking. You can even do some brief research to figure out some new problems – such as how could we make water in space? Keep your chart, you will add to it in future lessons.

### Teaching Notes

If your student has trouble thinking of human problems, ask him or her questions to spark thinking such as:

- Do you think people get along on Earth? Why or why not?
- How do your interactions with people change when you are in a stressful situation?

You might offer an example or two to help your student start his or her thinking:

- People from different places, with different languages and beliefs would have to get along.
- Making a home in space would require resources from many different cultures.
- The people building the home in space would face many unknown factors.
- Solving problems between people with very different ideas.

You might be noticing that making a home in space is more complicated than you first thought! Continue to think about these ideas as you progress through the rest of this unit. Whenever you have ideas about additional challenges, add them to your chart. Keep in mind that humans have solved many challenges. Do you think we could solve these? Keep building your ideas to prepare for your project.

### Rate Your Progress

Please go online to view and submit this assessment.
LEARN ABOUT...

LIVING ON MARS

You are going to read a fictional story about humans living on Mars. Before you do so, read this article: "Could humans live on Mars? 'Absolutely,' a NASA expert says." This background article will help you learn more about how humans could live on Mars. The article gives an expert's opinion on the topic. It is often helpful to read opinions that are written by experts about complex topics. After you read this article, you should know more about how humans might live on Mars.

After reading, answer these questions about living on Mars:

1. **True or false**: According to the article’s author, there is no way that humans could ever live on Mars.
2. **True or false**: The first person who will visit Mars has probably not been born yet, according to the article.

TEACHING NOTES

Your student will read a background article about living on Mars. This will prepare your student for a later portion of the lesson, in which he or she will read a nonfiction article about the possibility of humans living on Mars. The article features information from a subject-matter expert. After reading this article, your student should have a better idea of how it might be possible for humans to live on Mars one day.
You have been using the first read protocol and close reading to gain deep understanding of texts. You have studied details that authors include in their texts. In this lesson, you will deepen your understanding of details authors use.

Now, you are going to read “Future of Space Exploration Could See Humans on Mars, Alien Planets.” Notice the title of this article is written like the title of a newspaper article. Remember, the first read protocol is all about getting the main ideas from a text. As you complete your first read take some notes in your ELA Journal or online notebook:

- What is this text mainly about? Who is involved?
- What are the most important passages and vocabulary?


VOCABULARY
- colonize
- planetary
- interstellar

TEACHING NOTES
Encourage your student to use the vocabulary footnotes as they have in previous readings. Using these tools is an excellent strategy to increase understanding and build independence as readers.

Your student should note that the main idea of this article is not actually about a trip to space, but the kinds of thinking and people that would be needed for such a mission. The article also includes information on how a mission to space might benefit us on Earth.
WRITING ABOUT THE FACTS OF A NEWS ARTICLE

As you read, you have been asked to write notes about the main ideas of a news article entitled “Future of Space Exploration Could See Humans on Mars, Alien Planets.” To help you do this, you can use a graphic organizer. You will be using this graphic organizer, a Five W's Chart. While you read, fill in the Five W's Chart to help you keep brief notes about the basic facts of the article, such as who, what, when, where, and why. These are the basic questions that a journalist should answer when writing a news article. Your notes do not have to be in complete sentences. Then you can complete the writing assignment asking you what the article was mainly about. Doing this should help give you a better overall understanding of the article.

POSSIBLE RESPONSES

- The goal of the project is to develop tools and technology to build and fly a spaceship to another planetary system in the next century.
- Jemison means that it must include not only scientists but also artists and writers.
- A big challenge is the incredible distance involved.
- Summaries will vary but should include information about Mae Jemison, her role with the 100-Year Starship project, and a description of the project.

After your first read, complete the Making Meaning: Comprehension Check activity in your ELA Journal.
COMPREHENSION

SUMMARIZE

Good readers summarize texts as they read. You can check your comprehension by pausing after sections of text and summarizing what you just read. As you summarize, you should include the main idea of what you have just read as well as the key details that support the main idea.

In your ELA Journal, write a summary of the article, "Future of Space Exploration Could See Humans on Mars, Alien Planets". Look at the title. How does this help you summarize the text? Look in the first paragraph and the last paragraph. What important information is included? Be sure to include the topic, main idea, and important details.

Possible summary response:

The article “Future of Space Exploration Could See Humans on Mars, Alien Planets” claims that public interest is necessary for humans to make it to Mars and other planets. Former astronaut Mae Jemison wants to include to improve public support of space exploration. She supports the 100-Year Starship program to involve the public in space exploration. She believes the program can also impact and improve life on Earth.

COMPREHENSION

TEACHING NOTES

Help you student summarize the article.

Possible summary response:

The article “Future of Space Exploration Could See Humans on Mars, Alien Planets” claims that public interest is necessary for humans to make it to Mars and other planets. Former astronaut Mae Jemison wants to include to improve public support of space exploration. She supports the 100-Year Starship program to involve the public in space exploration. She believes the program can also impact and improve life on Earth.

TEACHING NOTES

Help you student summarize the article.

Possible summary response:

The article “Future of Space Exploration Could See Humans on Mars, Alien Planets” claims that public interest is necessary for humans to make it to Mars and other planets. Former astronaut Mae Jemison wants to include to improve public support of space exploration. She supports the 100-Year Starship program to involve the public in space exploration. She believes the program can also impact and improve life on Earth.

Now complete the Concept Vocabulary: Why These Words and Word Study activities in the Language Development section. You can write your answers in your ELA Journal. See if you can use some context clues strategies to find the meaning of the vocabulary words in the text.

TEACHING NOTES

POSSIBLE RESPONSES

Why These Words:

• The words all relate to space exploration and travel.
Word Study:

- Customary – belonging to a custom; according to usual traditions given as a symbol.
- Honorary – related to honor, given as a symbol, without usual requirements.
- Revolutionary – related to a revolution; engaged in or promoting a change.

INTERACTIVE ACTIVITY

Now that you have sharpened your word skills, you are going to watch a video about what Mae Jemison believes it takes to be successful in the space program. In Making Meaning, complete the Media Connection activity. As you watch the video, think about:

- What skills and talents would benefit the space program?

Watch the Media Connection now. Record your thoughts in your ELA Journal, and then discuss them with your Learning Guide.

Please go online to view this video ▶

In this part, you used context clues to find the meaning of unknown words in a text. You also read about a very different kind of space project. In the next part, you will explore how the author develops her ideas using details.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Future of Space Exploration Could See Humans on Mars - Part 2

**Objectives**
- To examine how an author uses details to develop ideas

**Books & Materials**
- "Future of Space Exploration Could See Humans on Mars, Alien Planets" by Nola Taylor Redd
- ELA Journal
- Index cards
- Computer
- Ladder graphic organizer
- Recording device
- T-Chart

**Assignments**
- Complete first read of "Future of Space Exploration Could See Humans on Mars, Alien Planets" by Nola Taylor Redd.
- Complete Vocabulary and Word Study activities.
- Complete the Media Connection activity.
- Complete Close Reading and Analysis activities.

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**LEARN**

**GRAMMAR**

**Noun Phrases**

**Step 1**
You have been reading to understand the main idea of an article. You can analyze a sentence to think about how an author builds noun phrases to add descriptive details. These descriptive details support the ideas the author is trying to convey.

Read this sentence from “Future of Space Exploration Could See Humans on Mars, Alien Planets.”

> Without the development of a method to warp or shrink space-time, or a new propulsion system—both ideas that the 100-Year Starship program is exploring—humanity would need to find a way to overcome some of its instability problems.

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

You know that common and proper nouns name people, places, things, and ideas. An author can add modifiers to nouns to build noun phrases. This helps the author add details that help you understand the specific people, places, things, and ideas in sentences. Understanding these details helps you understand the main idea when you read.

Your Learning Guide has divided this sentence into chunks. Can you identify all the chunks that have noun phrases on them? Separate the chunks from the sentence and highlight the words that make up each noun phrase.
Which noun phrases include articles? Circle the articles. Which noun phrases include possessive nouns or pronouns? Put boxes around the possessive nouns and pronouns. Which noun phrases include adjectives? You’ll probably notice that some of the noun phrases include other nouns that act as adjectives. Underline the adjectives.

When you read a sentence, you can think about how words work together to make meaning. One way this happens is in noun phrases. An author uses the words in a noun phrase to help you understand the specific person, place, thing, or idea referred to in the sentence.

Put the noun phrases back in the sentence. How do the details included in the noun phrases help you understand the ideas in the sentence?

**Step 4**

You thought about the different parts of speech that can be put together to make up a noun phrase. A noun phrase always includes a noun. It also can include articles, possessive nouns or pronouns, adjectives, or participles.

A noun phrase can function in multiple ways in a sentence. In fact, there are 10 functions of noun phrases. Here are some of them:

- Subject: Performs the verb in the clause or sentence
- Direct object: Receives the action of a verb (answers "Who?" or "What?")
- Object of a preposition

Put the chunks with noun phrases back in the sentence. Think about each highlighted noun phrase. Is it functioning as a subject, a direct object, or the object of a preposition? How do you know?

Think about how you broke down the noun phrases in this sentence to understand the words that make them up. Think about how you decided the function of each noun phrase. How does this help you understand more about the author's craft?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Without the development
- of a method
- to warp or shrink space-time,
- or a new propulsion system—
- both ideas that
- the 100-Year Starship program
- is exploring—
- humanity would need
- to find a way
- to overcome
- some of its instability problems.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that to meet the goals of the program, humanity needs to figure out how to solve instability problems. This is because meeting the goals will take a very long time, and people don't know how to warp or shrink space-time to make things go faster.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as this: The author uses dashes to set off a nonrestrictive element in the sentence. The effect is that the words feel like an interruption in the flow of ideas in the rest of the sentence. It makes me pay more attention to the words inside the dashes.

Your student may make more observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: How does the author use punctuation for effect in the sentence?

**Step 3**

If your student struggles to identify noun phrases in the sentence, say “Look for chunks that have nouns plus articles, possessive nouns or pronouns, adjectives, or participles.”

Your student should separate these chunks from the sentence:

- Without the development (highlight “the development”)
- of a method (highlight “a method”)
- or a new propulsion system— (highlight “a new propulsion system”)
- the 100-Year Starship program (highlight whole chunk)
- to find a way (highlight “a way”)
- some of its instability problems. (highlight whole chunk)

**Answers:**

**Articles:**

- Without the development
- of a method
- or a new propulsion system—
- the 100-Year Starship program
- to find a way

**Possession:**

- its instability problems.

**Adjectives:**

- or a new propulsion system—
the 100-Year Starship program
its instability problems.

If necessary, point out the nouns that act as adjectives: propulsion, Starship, instability.

Possible response: They help me know more about the nouns. I understand which specific program the author is talking about and what kind of problems humanity has.

**Step 4**

**Answers:**

Subject:
- the 100-Year Starship program

Direct object:
- a way
- some of its instability problems

Object of preposition:
- a method
- a new propulsion system—

When your student decides on the function of each noun phrase, have him or her explain how he or she knows its function. For example, for “some of its instability problems,” your student might say something like, “I know this is a direct object because it’s receiving the action. It answers the question, ‘overcome what?’”

Possible response: It helps me understand more about the author’s craft by making me think about how the author uses noun phrases to help me understand the specific role of every noun in the sentence. It helps me think about how an author can build longer sentences by using noun phrases for multiple functions.

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

Without the development of a method to warp or shrink space-time, or a new propulsion system—both ideas that the 100-Year Starship program is exploring—humanity would need to find a way to overcome some of its instability problems.

Then say, “In this sentence, the author uses noun phrases for multiple functions. The author uses them as subjects, direct objects, and objects of prepositions. You can do the same thing when you write. Try building a few noun phrases of your own related to the article. Start with a noun and add articles, possessive nouns, pronouns, and/or adjectives.”

Your student might write noun phrases such as:
- the bored study participants
- innovative technological advances
- humanity’s serious need
Have your student pick one of his or her noun phrases and write three sentences using the noun phrase as a subject, a direct object, and the object of a preposition.

Your student might write sentences like these:

- The bored study participants live in the white dome.
- Researchers are watching the bored study participants.
- Life goes on around the bored study participants.

Have your student identify the function of the noun phrase in each sentence. In the sample sentences, the functions are in order as listed above.

Ask, "How can knowing how to use noun phrases help you be a stronger writer?" Possible response: I can add details that help me be more specific when I use nouns.

In the last part, you completed a first read of the article *Future of Space Exploration Could See Humans on Mars, Alien Planets*. You used your first read to understand the main idea and applied context clues to solve unknown words. Now, you will use your close reading skills to understand details in the text.

First, you will reread the text. As you read, use your ELA Journal to find evidence in the text that answers this question:

- Why do you think Jemison believes it is important for the public to be enthusiastic about space travel?


### TEACHING NOTES

Jemison hopes to revive public interest in, and commitment to, space exploration. Without public support, funding will not be available for space travel. She also hopes the project will lead to inventions that can help people today. She wants to involve all kinds of people in the project.

### ANOTHER WAY

**WRITING ABOUT THE ARGUMENTS MADE IN A NEWS ARTICLE**

You have been asked to write about why Jamison believes it is important for the public to be enthusiastic about space travel. To help you do this, you can use a graphic organizer. You will be using a Ladder graphic organizer. At the top, write your topic, “Why the public should be enthusiastic about space travel.”
Then re-read the article, looking for reasons the author gives for why it is important for the public to be enthusiastic, or excited, about space travel. Write one reason on each step of the ladder, filling out as many steps on the ladder as you can with reasons from the article before putting the reasons in your ELA journal.

### TEACHING NOTES

Your student has been asked to complete a graphic organizer called a Ladder while reading a news article entitled “Future of Space Exploration Could See Humans on Mars, Alien Planets.” The graphic organizer provides an easy way for your student to keep track of reasons the author provides in the article about why the public should be enthusiastic about space travel. Each step on the ladder is where your student can write one reason given in the article. Your student should fill out as many steps on the ladder as possible but does not have to fill in all six steps.

### VOCABULARY

**WORD RELATIONSHIPS**

Learning how words are connected helps you understand each word better. Understanding word relationships makes it easier to use these words in writing and speaking.

One way that words are connected is by synonyms and antonyms. You know that *synonyms* are words with similar meanings, and *antonyms* are words with opposite meanings. Let's practice using synonyms and antonyms to better understand words. First, let's look at an example.

Reread p. 3 of your text and find the word *commitment*. A commitment is a promise to stay with someone or something for a long time. An example of a synonym to *commitment* would be *promise*. An example of an antonym would be *separation*.

Practice with some more words from your text. Read the list of words, then follow the activity directions. Complete all work in your ELA Journal. When you are done, add your new words to your word wall, and use these words in your writing and speaking.

- enthusiasm (p. 4)
- object (p. 6)
- stable (p. 10)

**Activity Directions:**

1. Locate each word in the text.
2. Use a word solving strategy to determine the meaning of the word.
3. Write one synonym and one antonym for the word.
4. Draw a picture that represents the differences between each word.
5. Write one or two sentences to describe your picture for each word. The sentences should describe the differences between the synonym and the antonym.
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Help your student locate each word and read the sentence in the text. Your student should use the other words in the sentence or a dictionary to come up with definitions. Help your student think of words that are connected and identify synonym and antonym for each word.

If your student is struggling with connecting words, you can provide help. If you provide any words, encourage your student to look up the definition of those words. Your student may draw any picture that correctly represents the words, but should explain how the picture represents the differences between each word.

Your student's work might look something like this.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>enthusiasm</td>
<td>excitement</td>
<td>anticipation</td>
<td>dread</td>
</tr>
<tr>
<td>object</td>
<td>to disagree</td>
<td>disagree</td>
<td>agree</td>
</tr>
<tr>
<td>stable</td>
<td>firmly established</td>
<td>unwavering</td>
<td>shaky</td>
</tr>
</tbody>
</table>

Your student should add these new words to the word wall. Encourage your student to use the new words in writing and speaking.

Authors develop their ideas in a text, which means they think about the best way to present ideas and communicate their thoughts. One way to develop ideas is to give details. You have already studied how Maggie Koerth-Baker developed ideas about boredom in space.

In this article, the author develops ideas by:

- Giving context and background information.
- Arranging the details from the interview into a logical order.
- Using transition words to link ideas.
- Giving a strong quotation from an interview subject.

Complete the Making Meaning: Analyze Craft and Structure activity to understand more deeply how Nola Taylor Redd uses details in this article. You can record your answers in your ELA Journal or online notebook. After you complete the chart, write down the central idea that Redd conveys.
POSSIBLE RESPONSES FOR THE CHART INCLUDE

<table>
<thead>
<tr>
<th>Context and Background</th>
<th>Text Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“100-Year Starship project aims to develop the tools and technology necessary to build and fly a spaceship to another planetary system.”</td>
<td>The author helps the reader know background knowledge about the project so the reader will understand what Jemison is discussing.</td>
<td></td>
</tr>
</tbody>
</table>

| Use of Quotations | “It has to be an inclusive journey,’ she said.” | The author uses Jemison’s quotes to let her speak for herself. |

| Use of Paraphrases from Interview | “Jemison compares the distance to Proxima Centauri, the nearest star, to that between New York City and Los Angeles.” | The author likely paraphrased Jemison’s explanation to make it easier for the reader to understand; paraphrasing is used when the author is not showing Jemison’s point of view. |

| Use of Transitions to Link Ideas | “As a result...”; “Though many people...” | The author uses transitions to compare and contrast ideas. |

| Concluding Idea | “The public did not leave space; the public was left out of space.” | This final quote summarizes Jemison’s point of view. |

The central idea Redd conveys is that, according to the interview with Jemison, space exploration could benefit everyone and everyone needs to be involved.

FLUENCY

READING WITH EXPRESSION AND PHRASING

Great readers read with expression and read with phrasing. Expression means making your voice match the mood and feeling of the words. Phrasing means grouping words together into units of meaning. When readers read word-for-word, without phrasing, they sound like robots, which is not fluent reading.

While reading Dark They Were, and Golden-Eyed, you practiced using your storytelling voice to read with expression and then used the rules of phrasing while reading “Danger! This Mission to Mars Could Bore You to Death!” Now, you are going to put both of these skills together to help you read fluently.

Rules for reading with expression and phrasing:

1. Phrases will typically be two or three words but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
3. Always end phrases when you see a comma.
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3. Always end phrases when you see a comma.
4. Phrases will always start or stop at the beginning or end of quotation marks.
5. Change your tone of voice when reading dialogue.
6. Think about the big idea and emphasize the important words.
7. Raise or lower your voice for text size, italics, or bold print.

Open up the news article “Future of Space Exploration Could See Humans on Mars, Alien Planets” and listen to the audio of a person reading with expression using an explaining voice. The reader uses good phrasing. While you practiced using a storytelling voice earlier in this unit, you have also learned to use an explaining voice when reading a nonfiction text.

Take a look at the Fluency Rubric and look over the sections on reading with expression and reading with phrasing.

Let’s practice rereading paragraphs 1—7 in “Future of Space Exploration Could See Humans on Mars, Alien Planets” one time through using the rules of expression and phrasing.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Think about your expression and phrasing on the page.

- Did you think about the big idea and emphasize important words?
- Did you use your explaining voice?
- Did you read in phrases of two or three words, paying attention to the punctuation?

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your reading and look at the Fluency Rubric with your Learning Guide.

TEACHING NOTES

Discuss with your student how reading with expression and phrasing helps with reading fluency because it helps readers make meaning of the text.

Listen to the audio in the e-text of “Future of Space Exploration Could See Humans on Mars, Alien Planets” from 0:55 to 2:46.

Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the sections about reading with expression and reading with phrasing.

Your student will read paragraphs 1—7 one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression using an explaining voice. Praise your student if he or she read in phrases. Help your student answer the questions.

Now record your student reading the text two more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Discuss whether your student continued to read with phrasing in a way that supported the meaning of the words together. Look over the rubric and discuss how your student did.

If your student is continuing to make mistakes on words, phrasing, or expression, model reading the page for your student line-by-line and have your student echo it back to you. Refer to this video for guidance.

Now that you have discovered how the ideas in this article are developed, rate the effectiveness of the overall structure of this article. Use a 1–5 scale. A “1” is least effective; a “5” is most effective. If the author used details to increase clarity and prove her point, rate her as effective. If you thought the details did not help you understand or convince you, consider a lower score. Write your rating in your ELA Journal and write down a few notes about why you gave the article that rating.

Think about how you might use details to develop your ideas in your project. Where could you provide context and background? How will you group ideas and then link those groups?

Did your thinking today spark some ideas for your project? Write them down now on your T-chart or ELA Journal.

How did your thinking today influence your thoughts on humans building a home in space?

Please go online to view and submit this assessment.
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**ANOTHER WAY**

**EVALUATING STRUCTURE**

If it’s challenging to rate the effectiveness of the overall structure of the article, you can go back and break down the notes you took on the author’s craft.

First, think about the structure. The author uses a problem-solution structure to persuade her audience. Think about the chart you completed with details from the article. Think about each one on its own in the context of providing a solution. What is the effect of the detail? Do you find it persuasive? Give that detail a rating from 1–5.

Then look at the ratings you gave the details on the chart. Based on your analysis of each detail what is your overall rating? Go back and answer the question.

**TEACHING NOTES**

Evaluating the effectiveness of the whole article may seem daunting. Encourage your student to go line-by-line through the chart he or she completed in the previous activity. Have your student rate each detail from the chart on its own. Then have your student consider the ratings and apply that to the whole article.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
In the last part, you rated the effectiveness of the overall structure of this article. Write one to two paragraphs in which you rate the effectiveness of the structure of this article. Does the author develop her ideas well?

Make sure that you include examples from the text to support your answer.

You thought deeply about details in a text and how they develop the author's ideas. As you write your opinion for your project, think carefully about what kinds of details you will use and how you will arrange them to develop your own ideas!
LEARN ABOUT...

SCIENCE FICTION

You are going to read a work of science fiction. Before you do so, read this article: “Definition of Science Fiction.” This background article will help you learn more about science fiction and the characteristics of this type of fiction. This article gives a detailed definition of what science fiction writing is.

Pay attention to the various things that define the genre of science fiction writing and make it different from other types of fiction. Reading detailed definitions sometimes helps increase understanding of new or difficult concepts. After you read this article, you should know more basic information about science fiction.

After reading, answer these questions about science fiction:

1. True or false: Science fiction does not need to be believable at all.
2. What do works of science fiction often tell about?

TEACHING NOTES

Your student will read a background article about the definition of science fiction. This will prepare your student for a later portion of the lesson, in which he or she will read a work of science fiction. Reading a detailed definition of science fiction should help your student understand this genre of writing better. After reading this article, your student should know more about science fiction.

Answer key:

1. True or false: Science fiction does not need to be believable at all. (False)
2. What do works of science fiction often tell about? (Science and technology that might possibly exist in the future)
In the last lesson you thought about how an author structures details in a nonfiction article. Now, you will think about the characters and conflict in a story.

You are going to read The Last Dog, a science fiction story about the last city on Earth. Everyone lives in an airtight dome because they believe the rest of the world is lifeless and poisoned. As you complete your first read, use your ELA Journal or online notebook to jot notes about the following:

- Whom is the story about? What happens? When and where does it happen? Why do the characters react the way they do?
- What are the most important sections of the text?

Now, read The Last Dog in myPerspectives Unit 2: A Starry Home, Small-Group Learning.

VOCABULARY

- threatening
- extinct
- mutation

TEACHING NOTES

While your student is reading, assess his or her fluency. Ask your student to read paragraph 22 aloud. Look for your student to pronounce all the words correctly. If he or she struggles with words such as “requisitioned,” encourage him or her to slow down, break the words into parts, and then reread the sentence once he or she is able to pronounce the word correctly. Your student should read with accuracy to make meaning of the text.

Your student should indicate the important passages include when Brock finds the dog and then realizes that there might be more life outside of the dome.

Once you have completed your first read, answer the Comprehension Check from the Making Meaning section in your ELA Journal or online notebook:

POSSIBLE RESPONSES

1. Inside “the dome,” a manufactured world.
2. People believe it is uninhabitable.
3. It contains living things like trees, grass, and a dog. It is not uninhabitable.

Possible summary: The main character, Brock, lives inside a dome because the earth is believed to be uninhabitable. However, Brock wants to leave the dome and explore the outside world. When he does so, he discovers plant and animal life. He finds a puppy, which he brings back to the dome. Scientists plan to experiment on the puppy. To save it, Brock leaves the dome with the puppy and discovers that the outside world is not uninhabitable after all.
**VOCABULARY**

**PRACTICE WORD SOLVING STRATEGY: ROOT WORDS AS CONTEXT CLUES**

You have learned about using root words to figure out the meaning of unfamiliar words. You also have learned several common roots. Let’s practice this strategy again with words from *The Last Dog*.

Reread p. 1 and find the word *irregular*. The root of this word is *regular*, which means “normal.” You can use this root to help you figure out the meaning of *irregular*. The prefix *ir-* means “not,” or “the opposite of,” so *irregular* means “not regular or not normal.”

Practice using this strategy with words from *The Last Dog*. Locate each word in the text, and use the meaning of the root word, along with other sentence-level connections, to make a guess at the meaning.

Write your words and definitions in your ELA Journal. Add your new words to your word wall and use them in your writing and speaking.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>requisitioned (p. 22)</td>
<td>request</td>
</tr>
<tr>
<td>representative (p. 22)</td>
<td>represent</td>
</tr>
<tr>
<td>underestimated (p. 25)</td>
<td>estimate</td>
</tr>
</tbody>
</table>

**TEACHING NOTES**

Help your student locate each word in the text and read the sentences. Your student should use background knowledge, the root word definition, and sentence-level connections to produce definitions similar to those provided here. If your student does not know the meaning of the root word, encourage him or her to look it up in a dictionary.

Ask these guiding questions:

- Have you heard this word before?
- Do you know any other parts of this word?
- Does this sound like any other words you know?
- What clues, in the sentence, can help you figure this out?

<table>
<thead>
<tr>
<th>Word</th>
<th>Root Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>requisitioned</td>
<td>request</td>
<td>demanded or requested</td>
</tr>
<tr>
<td>representative</td>
<td>represent</td>
<td>A person chosen to act or speak for others.</td>
</tr>
<tr>
<td>underestimated</td>
<td>estimate</td>
<td>To guess that something is smaller or less important than it actually is.</td>
</tr>
</tbody>
</table>

Add the new words to the word wall. Encourage your student to use these new words in writing and speaking.
Are your summaries getting better? Did you include all of the important events? Remember that good readers think about the important ideas in a text and summarize them to show they are making meaning of the text. Reread your summary, are there any opinions in it? Summaries should be objective, which means they are free of opinions. Revise your summary now and make sure it is objective.

In this part, you practiced your first read of The Last Dog. You also wrote an objective summary. In the next part, you will practice your close reading skills.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

GRAMMAR

INFINITIVE PHRASES

Step 1
You have been reading to understand characters and events in a story. You can analyze a sentence to think about how an author uses infinitive forms of verbs in sentences. Recognizing the functions of infinitive phrases will help you understand the details in a sentence.

Read this sentence from “The Last Dog.”

Ever since he’d said out loud in group speak that he wanted to go outside the dome, people had treated him strangely—that session with the podmaster and then the interview with the representative from Research.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
You know that an infinitive is the word to plus the simple form of a verb. For example, these are all infinitives: to grow, to see, to carry, to sing.

An infinitive phrase begins with an infinitive and includes objects and modifiers. Here are some examples: to grow a flower, to see past the mountain, to carry a large dog, to sing loudly despite the mean looks from his friends.

Your Learning Guide has divided this sentence into chunks. Can you identify the infinitive phrase in this sentence? Pull out the chunk with the infinitive phrase.

What makes up this infinitive phrase?

The prepositional phrase in this infinitive phrase modifies the infinitive to go.

An infinitive phrase can function as a subject (noun), a direct object (noun), an adjective, or an adverb. Look at the sentence. Think about the blank space where the infinitive phrase was before you took it out. What is the part of
speech of the word before it? This helps you understand the function of the infinitive phrase. What is the function? What question does it answer?

When you read a sentence, you can think about how words work together to make meaning. One way this happens is in infinitive phrases. Infinitive phrases let authors use verbs as different parts of speech in a sentence.

When you see a verb in a sentence, it’s not necessarily functioning as a verb. When you see the infinitive form of a verb, think about the words that come after it and how they work together as a phrase. You can think about how that phrase functions as a subject, direct object, adjective, or adverb.

Put the chunk with the infinitive phrase back in the sentence. How does understanding the function of the infinitive phrase help you understand the meaning of the sentence?

Step 4

An infinitive phrase always includes an infinitive. It can include modifiers. Infinitive phrases can be short or long. They can function as subjects, direct objects, adjectives, and adverbs.

Pull the infinitive phrase out of today’s sentence. Can you write sentences that use it for each of the possible functions of an infinitive phrase?

How does knowing the possible functions of infinitive phrases help you in your writing?

### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- Ever since
- he’d said out loud
- in group speak
- that he wanted
- to go outside the dome,
- people had treated him strangely—
- that session
- with the podmaster
- and then
- the interview
- with the representative
- from Research.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. *Possible answer:* It means that when Brock spoke up about what he wanted, it changed the way people treated him. I think this makes Brock nervous.
Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The prepositional phrase “in group speak” shows a relationship between said and speak. The object of the preposition is speak. The phrase tells where Brock said he wanted to go outside the dome. It helps me understand the meaning of the sentence because it helps me understand he said this in front of several or more people. This means a lot of people might be treating him strangely.

Your student may make more observations. Respond to your student's observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: Tell me about a prepositional phrase you see. What is the object of the preposition? What is the function of the prepositional phrase? How does it help you understand the meaning of the sentence?

Step 3

Your student should separate this chunk from the sentence:

- to go outside the dome,

Answer: the infinitive plus a prepositional phrase

Answer: It is a verb.

Answer: direct object of the verb wanted; he wanted what?

Answer: It helps me understand what Brock wants. I know this phrase answers the question, “What does Brock want?” The answer to that question will be a noun. The thing Brock wants is an action, so the author uses an infinitive phrase to function as a noun in the sentence.

Step 4

Your student might write sentences like these:

- To go outside the dome is Brock’s goal.
- Nobody else wishes to go outside the dome.
- The best way to go outside the dome might be to sneak out.
- I wonder if anyone has tried to go outside the dome.

If your student struggles to write the sentences, display the sample sentences and have your student identify the function in each one (in order above: subject, direct object, adjective, adverb). For the adjective and adverb functions, have your student identify what the phrase is modifying (way, has tried). This will help him or her identify the function.

Possible response: It helps me understand how I can use verbs in different ways to express ideas.

Extension

You might extend the activity with your student by doing the following:
Have your student read this sentence:

Ever since he’d said out loud in group speak that he wanted to go outside the dome, people had treated him strangely—that session with the podmaster and then the interview with the representative from Research.

Then say, “In this sentence, the infinitive phrase ‘to go outside the dome’ functions as a noun that is the direct object of the verb wanted. Infinitive phrases start with an infinitive, which is the word to plus the simple form of a verb. This is followed by modifiers. An infinitive phrase can be short or long. It depends on how many modifiers you can add!”

Hold a contest with your student to see who can write the longest infinitive phrase. Start with an infinitive and then add modifiers such as adverbs, nouns and noun phrases (used as the direct object of the infinitive), and prepositional phrases.

For example, here is an infinitive phrase that includes multiple modifiers:

to go to the grocery store without throwing anything I don’t need into my cart

When you and your student have written your infinitive phrases, see who came up with the longer one. You can then have your student practice using each infinitive phrase in sentences as a subject, direct object, adjective, and adverb.

Possible responses:

- **Subject**: To go to the grocery store without throwing anything I don’t need into my cart is a goal for which I strive every weekend.
- **Direct object**: I’d love to go to the store without throwing anything I don’t need into my cart.
- **Adjective**: I wish there were a way to go to the store without throwing anything I don’t need into my cart.
- **Adverb**: To go to the store without throwing anything I don’t need into my cart, I need a good plan.

Ask, “How can knowing how to form and use infinitive phrases help you be a stronger writer?” Possible response: I can use them to add many details to my writing. Infinitive phrases let me use verbs for different functions in sentences. They give me new ways to add meaning.

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**LEARN ABOUT...**

**DOGS**

You are going to read a science fiction story involving humans and dogs. Before you do so, read this article: “Dog Facts.” This background article will help you learn more about dogs. The article contains questions. As you read, pay attention to the questions to see what the next section of the article might be about. You can also use this reading strategy with other articles that contain topic questions. After you read this article, you should know more basic information about dogs.

After reading, answer these questions about dogs:

1. What does it mean when dogs wag their tails to the left?
2. What type of animal might dogs have originally evolved from?
Adverb: To go to the store without throwing anything I don't need into my cart, I need a good plan.

Ask, “How can knowing how to form and use infinitive phrases help you be a stronger writer?”

Possible response:
I can use them to add many details to my writing. Infinitive phrases let me use verbs for different functions in sentences. They give me new ways to add meaning.

DOGS
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After reading, answer these questions about dogs:
1. What does it mean when dogs wag their tails to the left? (They are frightened)
2. What type of animal might dogs have originally evolved from? (A type of wolf)

You completed your first read of The Last Dog in myPerspectives Unit 2: A Starry Home, Small-Group Learning. You wrote an objective summary about Brock, who lives in a dome. Now, you are going to dig deeply into the text to analyze how the story elements: setting, characters, and plot interact. Reread the following sections and write notes about the questions in your ELA Journal or online notebook.

- Paragraphs 1–7: What details in these paragraphs provide clues about the setting?
- Paragraphs 16–19: What details show the internal conflict, or the struggle going on within Brock? What details show external conflict, or the struggle between Brock and outside forces?
- Paragraph 70: What does this passage suggest about Brock's internal conflict?
- Paragraphs 82–90: How do the events in these paragraphs increase tension in the story and move the conflict toward its climax?

TEACHING NOTES

- Paragraphs 1–7: Details suggest that life inside the dome is directed or controlled by computers and is similar to being inside a spaceship, where astronauts eat freeze-dried food and must put on a space suit to leave the ship. Your student might infer that the story is set in the distant future.
- Paragraphs 16–19: Details suggest that Brock's internal conflict is that he struggles with feeling different from others and the loneliness that result. The external conflict involves his adventure in the outside world and whether he will survive.
- Paragraph 70: The internal conflict of Brock's loneliness is partially resolved through his love for the dog, Brog.
- Paragraphs 82–90: Each time that Brock tried to get Brog to bite him, it heightens the suspense about what will happen and complicates the plot.
ANOTHER WAY

INTERNAL AND EXTERNAL CONFLICT

If you find it challenging to answer the questions about internal and external conflict, go back to paragraphs 16–19. Use the highlighting tool to highlight details about internal conflict—the struggle going on within Brock. Then use the highlighting tool to highlight details about external conflict—the struggle between Brock and outside forces. Use a different color for each type of conflict.

After you have highlighted the text, think about what the details about internal conflict have in common. Think about what the details about external conflict have in common. Then go back and answer the questions.

TEACHING NOTES

If your student is struggling to answer the questions about conflict, have him or her highlight details in paragraphs 16–19 that are about conflict. Your student can do this by using the cursor to highlight text and then selecting “Highlight” in the pop-up. Have your student use two different colors of highlighting.

Your student might highlight these details:

**Internal:**
- no one to blame but himself
- a little scary
- feel hollow, hungry for something no food pellet or even virtual experience could satisfy.
- “Loneliness,”

**External:**
- danger the ancient fictions posed
- land was clear and barren
- began to pass rusting hulks and occasional ruins

Have your student analyze what he or she highlighted and then go back and answer the questions about conflict.

INTERACTIVE ACTIVITY

You just analyzed how the setting and characters shape the conflict. Setting, characters, and plot are three elements of a story. Visit Read, Write, Think and create literary elements maps. Choose a map you would like to create (Character Map, Conflict Map, Resolution Map, or Setting Map); complete the “Title:” and “By:” fields and then think about the questions that appear for each box. After you complete each map, you may wish to print it, or record your conclusions in your ELA Journal.
**FLUENCY**

**READING AT THE CORRECT PACE**

Great readers *read at the correct pace*. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is usually the speed you would speak when you have a conversation with someone. Remember that you might slow your pace as you come to challenging sections of text or when you reread sections to improve your understanding. You may speed up your pace if you are reading easier texts for enjoyment.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Go to *The Last Dog* and listen to the audio in your e-text from paragraphs 1–10. Take a look at the [Fluency Rubric](#) to see how a good reader reads with fluency. How do you think the reader in the audio did?

Now you are going to practice rereading the story *The Last Dog* for one minute. After reading once, your Learning Guide is going to time you reading the story two more times. See if you improve each time you read the text. Happy reading!

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**TEACHING NOTES**

Discuss the four things great readers do to read with fluency.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Listen to the story *The Last Dog* from 0:40-2:08 using the audio function in the e-text. Look at the [Fluency Rubric](#) and discuss what fluent reading should sound like. Discuss how the reader in the audio read. The reader is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Have your student read *The Last Dog* aloud for one minute to warm up. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Write down what word your student stopped on at the end of one minute.

Record and time your student reading the text two more times for one minute each time. You can use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. After each reading, write down what word your student stopped on at the end of one minute.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time he or she reread the text it sounded smoother and smoother. For reading to be smooth, it will sound conversational, like talking without stumbling over words. Ask your student to describe what it's like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.
In this part you analyzed story elements and how they shape the plot. You have a deeper understanding of the text through close reading. Has this story given you any thoughts about whether we should make a home in space? Take some time now to write some ideas in your ELA Journal, online notebook, or T-chart.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have used close reading to analyze how literary elements shape the plot. Now, you will analyze allusions in the text and dive deeper into the conflict. Thinking about the conflicts that Brock faces will help you think of conflicts humans might face if they were to build a home in space.

To begin, reread paragraph 16. Read *The Last Dog* in *myPerspectives* Unit 2: A Starry Home, Small-Group Learning. Patterson has written an allusion, or a reference to well-known people, events, or literary works. What allusions do you see in paragraph 16? If you are unsure about these allusions, you might choose to do some brief research to understand what the author has included.

Your student should indicate that the author has included two literary allusions: *Huck Finn* and *M.C. Higgins the Great*. If your student struggles with identifying these allusions, ask, “what are the ancient fictions to which the author is referring?” Your student should indicate these mean books or stories. Guide your student to conduct a brief internet search on *Huck Finn* or *M.C. Higgins the Great* if they are unfamiliar with these books.

Allusions are powerful ways authors bring meaning to texts. Think about why Patterson might have chosen these two books as allusions. Find a summary online to help your understanding. Be on the lookout for allusions in your own reading!

Now, let’s sharpen your skills. Complete the **Language Development: Conventions** exercises in your ELA Journal or online notebook.
The Last Dog - Part 3

LEARN

You have used close reading to analyze how literary elements shape the plot. Now, you will analyze allusions in the text and dive deeper into the conflict. Thinking about the conflicts that Brock faces will help you think of conflicts humans might face if they were to build a home in space.

To begin, reread paragraph 16. Read in myPerspectives Unit 2: A Starry Home, Small-Group Learning. Patterson has written an allusion, or a reference to well-known people, events, or literary works. What allusions do you see in paragraph 16? If you are unsure about these allusions, you might choose to do some brief research to understand what the author has included.

Your student should indicate that the author has included two literary allusions: Huck Finn and M.C. Higgins the Great. If your student struggles with identifying these allusions, ask, “what are the ancient fictions to which the author is referring?” Your student should indicate these mean books or stories. Guide your student to conduct a brief internet search on Huck Finn or M.C. Higgins the Great if they are unfamiliar with these books.

Allusions are powerful ways authors bring meaning to texts. Think about why Patterson might have chosen these two books as allusions. Find a summary online to help your understanding. Be on the lookout for allusions in your own reading!

Now, let’s sharpen your skills. Complete the Language Development: Conventions exercises in your ELA Journal or online notebook.

Now, to complete your analysis of this text, complete the Analyze Craft and Structure activities in Making Meaning. You may wish to recreate the graphic organizer. Answer the discussion questions in writing and then share your answers with your Learning Guide. Write your answers in your ELA Journal or online notebook.

TEACHING NOTES

Simple Subject: Brock took a deep breath.

Compound Predicate: He took a deep breath, one last backward look at the dome, which, with the alien sun gleaming on it, was even harder to look at than the distant star and started across an expanse of brown soil [was it?] to what he recognized from holograms as a line of purplish mountains in the distance.

Write It Possible Response:

My sister and I take care of our dogs. My sister and I feed them, walk them, and give them water. We sometimes brush their coats. Taking care of dogs is a lot of work!

Now, to complete your analysis of this text, complete the Analyze Craft and Structure activities in Making Meaning. You may wish to recreate the graphic organizer. Answer the discussion questions in writing and then share your answers with your Learning Guide. Write your answers in your ELA Journal or online notebook.
In this part, you learned about allusions and analyzed internal and external conflict. How do these conflicts from *The Last Dog* represent possible challenges of building a home in space? Continue to update your thinking about your project!

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In this lesson, you studied the literary elements of *The Last Dog* in myPerspectives Unit 2: A Starry Home, Small-Group Learning. You analyzed how the conflict was impacted by the setting and characters. You also analyzed internal and external conflict. You are going to write one to two paragraphs in which you answer the question:

- What is the main conflict that stands out in *The Last Dog*?

Before you write your paragraphs, return to your notes. Find all the instances of conflict you analyzed in the text. Consider which of them had the most impact on the story and why.

When you are ready, you will type your answer below. Make sure you:

- Introduce your topic and clearly state your opinion.
- Acknowledge any counterclaims.
- Organize your reasons and details in a way that supports your opinion.
- Use at least two pieces of evidence from the text to support your opinion.

**USE FOR MASTERY**

Upload your answer below.
You are going to read an interview with a scientist, Neil deGrasse Tyson, about space exploration. Before you do so, read Neil deGrasse Tyson Biography. This background article will help you learn more about this scientist. The article contains bold topic headings. Use these headings to keep track of the main ideas in the article. You may use this strategy with similar articles that have section headings as well. After you read this article, you should know more basic information about Neil deGrasse Tyson.

After reading, answer these questions about Neil deGrasse Tyson:

1. True or false: Neil deGrasse Tyson did not develop his interest in the stars until he was an adult.

2. In what subject did Tyson earn a doctorate?

TEACHING NOTES

Your student will read a background article about scientist Neil deGrasse Tyson. This will prepare your student for a later portion of the lesson, in which he or she will read an interview with Tyson about space exploration. The article has bold topic headings to help your student stay focused on the main ideas. After reading this article, your student should know more about Neil deGrasse Tyson.

Answer key:

1. True or false: Neil deGrasse Tyson did not develop his interest in the stars until he was an adult. (False)

2. In what subject did Tyson earn a doctorate? (Astrophysics)
In the last lesson, you thought about conflict in a fictional story. You analyzed both internal and external conflict and noticed that conflict can even come from the setting. Now, you are going to read an interview and analyze the interview subject’s opinion. You will be able to use Neil deGrasse Tyson’s perspectives to develop your own opinion to the project question.

Before you read, watch Ellen Ochoa: Director, Johnson Space Center in myPerspectives Unit 2: A Starry Home, Small-Group Learning.

As you watch, record any information that you feel will be helpful for your project in your ELA Journal or online notebook.

Neil deGrasse Tyson is a scientist that studies space and is famous for his work. In the article “Neil deGrasse Tyson on Space Exploration After Curiosity” deGrasse Tyson is interviewed. Before you read, look at the very beginning of the article. Do you see the bolded words? These are the questions that were asked. The non-bolded words are Tyson’s responses. As you complete your first read, answer the following questions in your ELA Journal:

- What is this text about? What are Tyson’s thoughts about space exploration?
- What are the most important sections of the text?

Now, read the article Neil DeGrasse Tyson on Space Exploration After Curiosity in myPerspectives Unit 2: A Starry Home, Small-Group Learning.

**VOCABULARY**

- cede
- enterprise
- capitalistic

**TEACHING NOTES**

While your student is reading, assess his or her fluency. Have your student read the first paragraph aloud. If he or she struggles to say words such as “susceptible” or “demographic” encourage him or her to slow down and break the word apart, then reread the sentence. Good readers slow their rate of reading when complex words or ideas appear. This gives them time to think about the reading and make meaning.

As your student reads, he or she may encounter words he or she does not know and feel as if he or she is not understanding. Encourage your student to read on and see if he or she gains meaning by continuing to read. Reading on is one strategy to patch comprehension.
As you read, you encountered many unknown words. Good readers build their vocabulary to gain more meaning from texts. In the Language Development section, complete the Concept Vocabulary and Word Study exercises in your ELA Journal or online notebook. For the Concept Vocabulary Practice activity, write a paragraph instead of having a discussion.

### TEACHING NOTES

**Concept Vocabulary Possible Answers:**

**Why These Words? Possible response:**
All of these words have to do with business ventures. Other words that fit the category could be market or economy.

**Practice Possible response:**
Responses will vary. Your student should support his or her claim with reasons and include text evidence.

**Word Study Possible response:**
In this interview, enterprise (paragraph 2) means “a business venture” because the next sentence describes expenses and risks, and businesses avoid excessive unknown expenses and risks.

### VOCABULARY

#### VOCABULARY GAME: HEAD ON VOCAB!

You have spent so much time learning new words and practicing your word solving strategies. To get a better understanding of your vocabulary words, it is important to know how to explain different things about these words.

Let’s play a vocabulary game to help you practice talking about these words! It’s called “Head On Vocab!”

This game will help you connect each word and definition to real life. It is important to be able to use words in speaking and to be able to thoroughly explain each word. This game will help you do that!

“Head On Vocab!” Directions:

1. Pick 20-25 new words from your word wall and write the words on an index card. Use one card per word. Then, ask your Learning Guide to write the definition of each word on a different index card.
2. Put all word cards in a pile and pick one player to go first.
3. Player 1 puts a word card on his or her forehead without looking at it. Player 2 must get Player 1 to guess the word by using the definition and other clues. Player 2 can use the definitions card for help in describing the word.
4. Pass the pile of word cards to Player 2. Now, Player 2 will put the word on his or her head and Player 1 will try to explain the word while Player 2 guesses.
5. Take turns until all words have been guessed.
1. Pick 20-25 new words from your word wall and write the words on an index card. Use one card per word. Then, ask your Learning Guide to write the definition of each word on a different index card.

2. Put all word cards in a pile and pick one player to go first.

3. Player 1 puts a word card on his or her forehead without looking at it. Player 2 must get Player 1 to guess the word by using the definition and other clues. Player 2 can use the definitions card for help in describing the word.

4. Pass the pile of word cards to Player 2. Now, Player 2 will put the word on his or her head and Player 1 will try to explain the word while Player 2 guesses.

5. Take turns until all words have been guessed.

It would be helpful to pick words that your student is struggling with. If your student struggles with writing, you can write the word cards and definitions card for him or her. You may also want to have these cards prepared before the lesson.

While playing the game, you should start as Player 2 to model how to correctly explain words for Player 1 to guess.

Now that you have a better understanding of the text, complete the Comprehension Check in the Making Meaning section.

Possible responses:

1. Governments
2. Private enterprise can help to create a space industry that fuels the economy.

In this part, you studied vocabulary and sharpened your first read skills. In the next part, you will evaluate deGrasse Tyson's argument.

Please go online to view and submit this assessment.
To begin evaluating the argument, review paragraphs 1–5 of the interview and evidence in your project argument. Now, you will revisit his argument and evaluate it for evidence and reasoning. You will need to have solid audio if you did?

**FLUENCY**

**READING AT THE CORRECT PACE**

Great readers *read at the correct pace*. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is generally the speed you would speak when you have a conversation with someone. Remember that you might slow your pace when encountering many unknown words or when you are rereading to improve your understanding. You might speed up your pace when reading easier texts for enjoyment.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Open up *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity* and listen to the audio in your e-text as the interview is read aloud.

Take a look at the [Fluency Rubric](#) to see how a good reader reads with fluency. How do you think the reader in the audio did?

Practice rereading the interview *Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity*. Read aloud for one minute. After reading it once, your Learning Guide will time you reading the text two more times. See if you improve your pacing each time you read the text. Happy reading!

**TEACHING NOTES**

Discuss the four things great readers do to read with fluency.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace
Discuss why pacing is important to reading fluency. Reading too fast or slow makes it harder to understand what one is reading.

Listen to Neil DeGrasse Tyson on the Future of U.S. Space Exploration After Curiosity being read aloud from 0:40-3:00 using the audio function in the e-text.

Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the reader in the audio read. The reader is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Have your student reread the interview aloud and time him or her for one minute. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Write down what word your student stopped on at the end of one minute.

Record and time your student reading the text two more times for one minute each time. You can use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. After each reading, write down what word your student stopped on at the end of one minute.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time he or she reread the text it sounded smoother and smoother. For reading to be smooth, it will sound conversational, like talking without stumbling over words. Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

In the last part, you read an interview Neil deGrasse Tyson on Space Exploration After Curiosity in myPerspectives Unit 2: A Starry Home, Small-Group Learning. You thought about vocabulary and multiple meanings for the same word. Now, you will revisit his argument and evaluate it for evidence and reasoning. You will need to have solid evidence and reasoning in your project argument.

To begin evaluating the argument, review paragraphs 1–5 of the interview. According to deGrasse Tyson, why are people who say that we only need private space travel “simply delusional”?

TEACHING NOTES

POSSIBLE RESPONSES

These people are not accepting the reality that first there must be exploration, which is too expensive to be funded privately.
VOCABULARY

WORD SOLVING STRATEGY: PARTS OF SPEECH AS CONTEXT CLUES

Let’s learn how to use parts of speech to clarify the precise meaning of a word. This word solving strategy is called *parts of speech as context clues*. You know that there are several parts of speech, including nouns, verbs, adjectives, and adverbs. Nouns are people, places, things, or ideas, and adjectives describe nouns. Verbs are action words, and adverbs describe verbs. Let’s look at an example from your text.

Reread p. 1 and find the word *enthusiasts*. This is a different form of the word *enthusiastic*. *Enthusiastic* is an adjective that means “to be very excited about something.” You can use this meaning to guess that the word *enthusiasts* has to do with excitement. However, since *enthusiasts* is a noun, and you know a noun is a person, place, or thing, you can use the part of speech to guess a more exact meaning. *Enthusiasts* means “people who are very excited about something.”

Practice this strategy with two more words from p. 1 in the text.
- delusional (p. 1)
- delusions (p.1)

Locate these two words and use the part of speech to determine a precise meaning. Write your words and definitions in your ELA Journal.

Add your new words to your word wall, and use them in your writing and speaking. Add this *parts of speech as context clues* strategy to your Word Solving Strategy chart from Unit 1.

TEACHING NOTES

Help your student locate each word in the text and read the sentence. Help your student determine the part of speech. Your student should use the part of speech along with sentence-level connections to produce definitions similar to these:

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>delusional</td>
<td>adjective</td>
<td>A person who is crazy or has crazy beliefs.</td>
</tr>
<tr>
<td>delusions</td>
<td>noun</td>
<td>A crazy belief in something that is not real.</td>
</tr>
</tbody>
</table>

Ask your student to add the new words to the word wall. Encourage your student to use the new words in writing and speaking. Add parts of speech as context clues to the Word Solving Strategy chart from Unit 1.

Now, return to paragraphs 6–7 and find the claims that deGrasse Tyson makes in his interview. Then, find details used to support the claims. What can you infer about his perspective on space travel?
POSSIBLE RESPONSE

Based on examples from past missions, NASA's actions create interest among students. However, he doesn't feel that interest will be enough to fund a mission to Mars. The details help us to understand the speaker's argument. The claims and reasons in paragraphs 6 and 7 show that the speaker supports NASA's efforts and believes that they will help inspire young people but will not be enough to encourage building homes on Mars.

Now, you will look more closely at the argument that is being made. To support an argument, the author must provide evidence and logical reasoning:

- **Relevant evidence**: Facts, or statements that can be proved true, from credible sources that are current.
- **Logical reasons**: Conclusions that are reached based on an analysis of the relevant evidence.

Complete the Analyze Craft and Structure activities in the Making Meaning section and be sure to complete the graphic organizer. You may write your answers in your ELA Journal. When answering Question 3, write down a claim and think of two pieces of evidence that would support your claim.

### GRAPHIC ORGANIZER POSSIBLE RESPONSES

<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government must drive the funding of the space program.</td>
<td>Historically, governments have had this role.</td>
<td>Space exploration is too expensive and risky for private companies.</td>
</tr>
<tr>
<td>Private companies are focused on making money.</td>
<td>Curiosity will stimulate student interest in STEM subjects.</td>
<td>Space exploration and moon walking are important.</td>
</tr>
</tbody>
</table>

### WRITTEN RESPONSE POSSIBLE RESPONSES

1. (a) Tyson claims that it is necessary to fund a government space program.
   (b) Tyson argues that private companies cannot be expected to explore the frontiers of space because their goal is to make money and exploration is too expensive and risky. He also argues that such exploration is necessary for innovation and scientific and economic progress. Tyson points out that historically governments have been responsible for exploration. To support the idea that sparking the imagination is important for innovation, he provides an example from a movie. He also elaborates on the importance of momentous events like walking on the moon.☐

2. (a) Tyson calls NASA "a flywheel of innovation."
   (b) He strengthens his argument by using an image that portrays NASA as a powerful tool for invention. ☐

3. Opinions will vary. Students should support their opinions with evidence from the text. ☐
   If your student responds that the argument is convincing, he or she should point to evidence such as referencing the moon landing, and how discoveries in space increase innovation on Earth and cause economic growth.
   If your student responds that the argument is not convincing, he or she should point to evidence such as using word choice is not a fact or provable, and just because events happened in the past, does not mean they will repeat the same way in the future.
Now, you will look more closely at the argument that is being made. To support an argument, the author must provide evidence and logical reasoning:

Relevant evidence:
Facts, or statements that can be proved true, from credible sources that are current.

Logical reasons:
Conclusions that are reached based on an analysis of the relevant evidence.

Complete the Analyze Craft and Structure activities in the Making Meaning section and be sure to complete the graphic organizer. You may write your answers in your ELA Journal. When answering Question 3, write down a claim and think of two pieces of evidence that would support your claim.

Possible responses:

1. (a) Tyson claims that it is necessary to fund a government space program.
   (b) Tyson argues that private companies cannot be expected to explore the frontiers of space because their goal is to make money and exploration is too expensive and risky. He also argues that such exploration is necessary for innovation and scientific and economic progress. Tyson points out that historically governments have been responsible for exploration. To support the idea that sparking the imagination is important for innovation, he provides an example from a movie. He also elaborates on the importance of momentous events like walking on the moon.

2. (a) Tyson calls NASA "a flywheel of innovation."
   (b) He strengthens his argument by using an image that portrays NASA as a powerful tool for invention.

3. Opinions will vary. Students should support their opinions with evidence from the text.

   If your student responds that the argument is convincing, he or she should point to evidence such as referencing the moon landing, and how discoveries in space increase innovation on Earth and cause economic growth.

   If your student responds that the argument is not convincing, he or she should point to evidence such as using word choice is not a fact or provable, and just because events happened in the past, does not mean they will repeat the same way in the future.

**TEACHING NOTES**

Accept any reasonable response from your student as he or she evaluates Tyson's argument. You may need to review the following with your student:

- Reasons are the author's thinking that supports his or her opinion.
- Evidence includes facts, such as research, historical facts, or quoted text that supports the reasons.
- Relevant evidence means that the evidence directly supports the reason. Not all evidence is equal. Some evidence might be strongly relevant, while some evidence might be weak. Your student may benefit from writing the reasons side-by-side with the evidence. Then, he or she might discuss the strength of the connection to the evidence. Strong evidence would prove the reason without question. Weak evidence might not seem to connect to the reason.
- Sufficient evidence means that there is enough evidence to completely prove the author's point. If the author provides strong, relevant evidence, he or she may need less evidence. If the evidence is weak, the author may need more of it.

Possible responses:

- Tyson believes the government needs to lead the way to Mars.
- One reason Tyson gives is that government has always funded space exploration.
• Yes, Tyson acknowledged other points of view. He says that private companies are fundamental to space travel.
• I don’t think Tyson’s argument is effective. Just because the government always funded exploration in the past doesn’t mean they’ll keep doing it. He even says that private companies are important, so I don’t know why they can’t lead the way.

Have your student then go back and complete the chart and answer the questions about argument.

In this part, you evaluated a speaker’s evidence and reasoning in their argument. You learned that an effective argument has evidence that is factual and reasoning that is logical based on that evidence. In the next part, you will write an evaluation of the article you just finished reading.

✔ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have read deGrasse Tyson's argument and thought about his use of evidence and reasoning. Now, you are going to answer the following questions to evaluate his argument about space travel.

**USE FOR MASTERY**

Which evidence BEST shows that Neil deGrasse Tyson was convincing in making his argument?

- He references people who say that all that is needed is space travel and calls them delusional.
- He uses his credentials as an expert to talk about past events that will likely repeat in the future.
- He uses words that are not provable but are passionate examples of language use.
- He references the moon landing and how discoveries in space increase innovation on Earth and cause economic growth.

Select THREE sentences that contain word choice that BEST shows that Neil deGrasse Tyson is not convincing and his position is not provable.

You start thinking that the science fiction story you just read or movie you just saw is maybe in reach. Maybe it’s possible. For example, in the movie Prometheus, they have these flying spheres that go up and down caves and use laser tomography to map their structure. We don’t have that, but that’s really cool and I can imagine having that.

That idea might inspire me to try and create it instead of just sitting back and saying, “Oh, that’s the future and it will probably never happen.”
Select THREE sentences that BEST shows that Neil deGrasse Tyson is not convincing and his position is not provable.

You start thinking that the science fiction story you just read or movie you just saw is maybe in reach. Maybe it's possible. For example, in the movie Prometheus, they have these flying spheres that go up and down caves and use laser tomography to map their structure. We don't have that, but that's really cool and I can imagine having that. That idea might inspire me to try and create it instead of just sitting back and saying, "Oh, that's the future and it will probably never happen."
In this unit, you have kept a chart of challenges that might arise if humans were to make a home in space. You have thought deeply about whether humans should create a home in space, using fiction and nonfiction texts. You have also gathered evidence about these challenges in your study of the texts.

Your task is to now answer the question: Should humans make a home in space? Before you select your final answer, you will read one more text. Choose one of the following articles:

- Read *Packing for Mars* in *myPerspectives* Unit 2: A Starry Home, Independent Learning.
- Read *Trip to Mars Could Damage Astronauts’ Brains* in *myPerspectives* Unit 2: A Starry Home, Independent Learning.

As you read your chosen article, think about these questions:

- What is the article mostly about? Who is involved? What key ideas does the article present?
- How does this article relate to whether humans should make a home in space?

Jot any notes from your reading in your ELA Journal.

Now, review your T-chart and notes throughout the unit. Think about all the evidence you have gathered. You have thought about many challenges; would it be worth it to overcome those? After you have reviewed your evidence, T-Chart, and considered all the work you have done, you are ready to decide. Now, write a thesis statement that answers this question in your ELA Journal.

Should humans build a home in space?

After your write your thesis, revise it to make sure it:

- Clearly states your claim.
- Gives the key reasons for your claim.
- Acknowledges the counterclaim.

Give your student feedback on his or her thesis:

- If the thesis is unclear, encourage your student to state his or her answer in a single simple sentence, such as, “Humans should build a home in space.” Then, guide your student to add his or her reasons and counterclaim into that sentence.
If your student does not include reasons in his or her thesis, have him or her add the word because to the end of their claim and add reasons. Example: “Humans should build a home in space because it would inspire people’s imaginations, give us a new planet with new resources, and bring the public together.”

If your student struggles to acknowledge the counterclaim, guide him or her to add a phrase to be front of his or her claim that states the opposing claim and one reason. Example: “Although humans would change living in space, they should build a home in space because it would inspire people’s imaginations, give us a new planet with new resources, and bring the public together.”

You may need to revise your thesis multiple times to get it just the way you want it. You might also want to experiment with writing your thesis as one or two sentences. Your thesis directs your whole paper, so you want it to be strong.

Look at the reasons you included in your thesis. Those are the same reasons you will support with details in your paper. Are they strong reasons? Do you have enough details to support them? If not, you might want to revise your reasons.

Now that you have your thesis, review the rubric so that you are sure to cover everything in your project.

TEACHING NOTES

Ensure your student is clear that there are three parts of this project: a written opinion essay, a presentation that supports that essay, and a delivery of the essay and presentation.

If your student needs a better understanding of the audience criterion, encourage him or her to consider how they communicate in different contexts. Ask questions, such as:

- How do you speak to your friends? How would you speak differently on a job interview?
- How do you write when you text? How is that different than a newspaper or magazine article?

Through these questions, your student should come to understand that this project requires formal language and professional presentation.

You are on your way to creating your opinion for the world’s leaders! Next time, you will gather evidence and complete prewriting for your opinion essay.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
You have written your thesis statement based on your thinking and evidence. Now, it is time to decide what evidence you are going to use in your essay. Return to the reasons you included in your thesis. Your essay needs to contain those reasons, and those reasons should be in the same order. If you would like to change the order of your reasons, change them in your thesis now.

Next, think about the counterclaim you acknowledged. Do you think that is the strongest argument against yours that someone might make? You’re going to have to think about that too!

Each of your reasons in your thesis needs at least two pieces of evidence to support the reason. If you cannot find enough evidence to support one of your reasons, you should revise your reason. You also need evidence from at least three of the texts you read in this unit. Good writers use evidence from multiple sources. Your evidence should also be a combination of quoted and paraphrased evidence.

Go find your evidence now. Record it in your ELA Journal or mark it in copies of the text. Make sure you find enough evidence to prove your reasons. Make sure that each piece of evidence you find is strong and that you find evidence from at least three texts in the unit.

Your student should meet the criteria listed above. If he or she struggles finding evidence for their reasons, ask your student if he or she might need to revise his or her reason and thesis.

Ensure your student's evidence is aligned to each reason. He or she should be able to describe a logical connection between the reason and evidence.

You have now gathered all of your evidence and are ready to begin writing. Next time, you will begin writing your draft. To finish your prewriting, you may wish to create an outline for your essay. An outline usually contains your thesis, a topic sentence for each of your body paragraphs, and the final thought of your conclusion. You are now prepared to draft your argument. In the next part, you will begin working on your first draft.

Please go online to view and submit this assessment.
You have written and revised your thesis, gathered your evidence, and are ready to begin drafting your essay. Remember, a first draft does not have to be perfect; it is a messy process! While drafting, you might want to revise your reasons or evidence. You might want to change the order of your reasons to start with the strongest, or maybe you want to build up to the strongest.

Take time to begin your first draft. You don’t have to finish now; you will have more time in the next part. Choose the order you would like to write:

- Write your body paragraphs first, and then write your introduction and conclusion.
- Write your paper from beginning to end.

Each of your body paragraphs should have:

- A topic sentence that states a reason from your thesis clearly.
- At least two pieces of evidence that strongly support that reason.
- An analysis that connects the evidence to your reason.

Aim to complete at least three paragraphs. Now, get to writing!

Your student will have two parts to write their essay. Encourage him or her to take his or her time; there is no rush to draft. Ask him or her to carefully examine his or her ideas and be comfortable with changing ideas or revising if he or she needs to do so. If your student struggles with writing analysis that connects the evidence to the reason, ask him or her, “Why did you choose that piece of evidence?” His or her response to that question is often the analysis that should be written into the paper.

At this point, you should have completed about half of your first draft. Next time, you will complete the entire first draft.

Please go online to view and submit this assessment.
You have started your first draft of your opinion essay. You have thought critically about your evidence and ideas. You are off to a strong start!

Now, you will finish your rough draft. You already have a plan to finish, so complete your first draft now.

Your student should continue thoughtfully writing, remembering that this is a first draft and his or her ideas may change and evolve. Encouraging him or her to treat first drafts as an opportunity to grow and improve ideas will serve him or her as a writer in the future.

After you finish writing your draft, think about your writing:

- Did you clearly connect your ideas? You can connect within a paragraph and even across paragraphs. You can use these words:
  - Similar ideas: because, in addition, also, likewise, as well as, similarly, furthermore
  - Opposing ideas: although, but, in contrast, even though, despite, whereas, however

Review your conclusion. A conclusion should not introduce new information. It should bring together all of your thoughts. Finally, it should give your audience, the world leaders, a final thought.

Once you have completed your first draft, connected your ideas, and written a conclusion, put your writing aside. In the next part, you will begin to revise your opinion.

Please go online to view and submit this assessment.
You have completed your first draft, but it is still a first draft. Remember, in the writing process, after drafting, you revise, edit, and publish. Now, you will revise and edit. First, let's think about making revisions:

- Are your body paragraphs ordered in a logical way? Would the order of the paragraphs help make the world leaders agree with you?
- Highlight your main points. Does your reader need to know one point before another? Make sure the correct one comes first.
- Is the tone and language of your essay formal? This means you have written to the leaders of the world. Use academic language and vocabulary you have learned in this unit. Make sure you have written in third person and have not used the words I, we, and you.
- Did you choose precise words? Think about the difference between these two phrases:
  - A good mission
  - A life-changing mission

Where can you add more precise language to make your points clearer?

**TEACHING NOTES**

Walk through each of the revision points with your student. As he or she revises his or her essay, he or she may think of more points to revise. The purpose of revision is to strengthen writing. Any revisions that strengthen writing are good revisions!

After you have revised your essay for ideas, it is time to edit your essay. Use tools such as a word processing program, an online word processor, dictionaries, and your notes to make sure your essay is free of errors. Check your spelling, capitalization, punctuation, and quotation marks for your cited evidence. Remember, this is for the leaders of the world! Any mistakes will make your argument seem weaker! After you have revised and edited your draft, type it so it is prepared to submit. You have finished writing your opinion using the writing process. In the next part, you will begin to prepare your presentation.

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
You have completed writing your opinion. Now, you must prepare to present to world leaders! Often, when scholars write an academic paper, they have to present it. Presentations should:

- Present the main points of the paper;
- Support the main points with evidence, facts, and details;
- Contain pictures, videos, or sound that support the main points and details; and
- Be professional and easy to read.

Before you can begin creating your presentation, you must decide which points you want to include in the presentation. These should be the most important points of your paper. You will want to include the points from your thesis. You will want to decide which evidence and supporting details are most important to share. Remember, in presentations, your audience will have a difficult time reading slides with too many words. You might have to revise your words in your points and evidence. Try to not have more than twenty-five words per slide. Each slide should only contain one main idea. You may use multiple slides for one main idea.

To begin, return to your essay. Choose the main ideas and details you will put on your slides. You might want to put your main ideas and details directly on slides using Google Slides or Prezi. You do not need to choose a theme or design for your presentation yet; just get your ideas on the slides. You may also write your ideas for slides in your ELA Journal. Put your main ideas as the heading of the slide, and the details as the body of the slide now.

Next, you will create the skeleton of your presentation. You have put your main ideas and supporting details on slides. Next time, you will finish your presentation.

Please go online to view and submit this assessment.
Show: Present Your Findings to the World! - Part 7

Objectives
- To synthesize learning from multiple texts to form an opinion
- To write and publish an opinion essay
- To create a presentation to support an opinion essay

Books & Materials
- Computer
- ELA Journal
- Digital presentation software (PowerPoint, Google Slides, Prezi, etc.)

SHOW

You have a skeleton of your slideshow. However, presentations must be interesting and professional. Now, you will finish creating your slideshow. As you finish, work to do each of the following:

- Choose a theme and layout for your presentation. Your theme should be professional, attractive, and easy to read.
- Add pictures and/or videos to your slides. You can find these online. Use the tutorials for your presentation program if you are unsure how to add pictures and video. You can even add sound clips if it is helpful! Remember, all the media in your presentation should support your ideas and details.
- Revise and edit your presentation just the way you did your essay.
- Read your presentation one final time to make sure you have used formal language.

TEACHING NOTES

Assist your student with technology as needed. He or she should be able to use search engines, such as Google, to find appropriate media to include in their presentation. All selected media should be strongly linked to the content of the slide.

You have now prepared your presentation. You are ready to present your paper to the world leaders. Next time, you will take the final step before presenting.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
You have prepared your opinion essay and presentation for the leaders of the world. Good presenters prepare thoroughly before stepping in front of people, especially such important people as important as the leaders of the world!

To prepare today, you are going to prepare notes about what you will say for each section of your presentation.

Good presenters do not read off the slide. They think about how they can paraphrase the information on the slide. They make their speaking interesting and slightly different than what is on the slide. First, go through each slide or point of your presentation. You must decide what you are going to say for each slide or point.

You may write what you are going to say on note cards or record your notes in the presentation software. Take the time now to go through each slide and point and write what you will say.

Now you have notes for each slide or point of your presentation. You are almost ready to present! Before you do, you will read through your notes aloud. As you do, think about the following questions:

- Do my ideas seem to flow naturally?
- Are my points in the right order and do they make sense?
- Do my ideas sound natural when they are spoken?
- Is my language formal and academic?

Read through the slides aloud now.

Does your presentation sound natural? Do the ideas make sense and flow together? If not, revise now. Continue to revise and read aloud until they do.
Listen to your student’s presentation and offer feedback. His or her ideas show flow naturally and logically from one to the next. Finally, his or her presentation should sound professional and in a formal register.

In the next part, you will present to the leaders of the world! Make sure you are prepared! There is no need to be nervous, you have worked hard, and it is time to show your findings!

✅ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
SHOW

Now, you will present your opinion to the question: Should humans make a home in space? Make sure you are dressed professionally, that you have practiced what you will say, and that your essay and slide presentation are complete and ready to go.

Once you have prepared, find where you are going to deliver your presentation. You may wish to make a video of you presenting! You might wish to have your slideshow in the background, or you may present your notes.

When you are ready, deliver your presentation!

TEACHING NOTES

Your student should present their opinion for their Learning Guide and record their presentation if possible. Assist your student with any technology he or she may need. If possible, help your student to include his or her slide show in the presentation.

Encourage your student to give the presentation straight through. If he or she makes a mistake, encourage him or her to keep going and complete the presentation.

FINAL PROJECT

Now that you have delivered your presentation, upload your essay, slide show, and video to share with others. Upload the pieces of your presentation below.

Upload files

Supported file formats: PDF, JPG, GIF, PNG

0 / 12 File Limit
Upload your slide show and video for other students to see! Look at the work of others. How do you feel about their opinions and reasons? Do you feel they made a convincing case?

Assist your student in uploading any applicable files and documents if needed. Your student may wish to print a copy of their paper or slideshow and save it in a profile of work. You may wish to watch your student’s presentation with him or her and complete a self-assessment on the project rubric to celebrate your student’s success!
UNIT QUIZ

Please go online to view and submit this assessment.
Unit 3 - Turning Points
LEARN ABOUT...
CHARLES DICKENS
You will be reading a fictional play based on a novel by Charles Dickens. Before you do so, let’s get some background knowledge!

Read this online encyclopedia article, called “Charles Dickens Facts for Kids,” to help you learn more about the author of the novel A Christmas Carol.

Read the introduction of “Charles Dickens Facts for Kids” then look at the different sections of the article. Under the label “Contents” are some hyperlinks. You can click on these hyperlinks to go to different sections in the article. You may see other articles with this feature. After you read this encyclopedia article, you will know more about the life of Charles Dickens.

After you read, answer these questions:
1. In what year was Charles Dickens born?
2. True or false: Charles Dickens worked to help improve children’s rights and education.

Your student will read a background encyclopedia article about author Charles Dickens. This will prepare your student for a later portion of the lesson, in which he or she will read a fictional play based on Dickens’ novel A Christmas Carol. After reading this article, your student will know more about Charles Dickens.
Have you ever experienced an event in your life that changed everything, including your thoughts, feelings, or experiences? People rarely go through life without experiencing at least one life-altering event. These events are often called a turning point in someone's life. Everything turns in a different direction after that event! In this unit, you will read several texts that focus on the turning point in someone's life. You will be given several opportunities to explore and reflect on experiences that changed someone's life in an instant.

Watch the video *High-Tech, Low-Cost Robotic Hand Changes Girl's Life* (00:59) and think about how one event can significantly change someone's life. Jot some ideas in your ELA journal.

In a moment, you are going to read “At the Crossroads” under Launch Text: Explanatory Essay Model. Reading “At the Crossroads” will help you prepare for some of your writing in this unit. As you read, think about:

- What is the main idea of the text?
- What are the cause and effect relationships among the events in the story?

Now, read *At The Crossroads* aloud to your Learning Guide, in *myPerspectives* Unit 3: Turning Points, Unit Introduction. Make sure that you pay attention to punctuation, pacing, and changing the inflection of your voice appropriately while reading.

Now that you have read, you will complete three short writing activities. These are located in the Launch Text section of your textbook. First, you will complete the Summary activity in your ELA Journal. Next, you will complete the Launch activity and write a response to the statement: A person's life can change in an instant. Finally, you will complete the QuickWrite, answering the question: What can cause a significant change in someone's life?

Answers:

1. In what year was Charles Dickens born? 1812
2. True or false: Charles Dickens worked to help improve children’s rights and education. True
VOCABULARY (ONLY INCLUDE DURING FIRST READ – CONCEPT VOCABULARY)

- covetous
- morose
- resolute
- impossible
- malcontent
- miser

TEACHING NOTES

While your student is reading, assess his or her fluency. Remind your student that punctuation plays an important part in reading fluently. If your student is having difficulty with pacing and reading to show the emotion of characters, remind him or her to pause at commas and periods and to make his or her voice go up at exclamation marks and question marks. The subtle changes in the inflection of your student's voice will help him or her read as if the characters were speaking.

POSSIBLE RESPONSES

Summary Activity
In the explanatory text “At the Crossroads,” we learn about a young man named Nick Kleckner who decided to walk across the country. He felt like he was going nowhere in life and hoped that the journey would change his life. Nick was unprepared, and the journey was difficult. But he got a lot of help along the way – and he gave others all that he had but didn't need. Nick’s opinion of people improved during his journey. He concluded that if you share what you have and help others as much as you can, everything will work out well.

Launch Activity
Answers will vary.

QuickWrite Activity Possible Answer
I think the biggest changes in people's lives happen when they do something completely new. We all have some things that we want to do, or have wanted to do for a long time, but have never tried. A couple of months ago I started taking a martial arts class. I'd wanted to do that for a long time but was scared. I'm not very tough; I wanted to take this class because I want to be tough. It's been really hard. It's even harder than I thought it would be. But it's absolutely worth it. I'm happier taking the class than I have been in years.

COMPREHENSION

TEXT-TO-WORLD CONNECTIONS

Good readers make connections to what they are reading. Good readers notice when a text reminds them of something that they know about the world.

As you read At The Crossroads, think about other life-changing events that you have read about or have seen happen to people in the world.
When a text reminds you of other events that have happened in the world, you are making a text-to-world connection. Practice making these connections by writing answers to the following questions in your ELA Journal:

This text reminds me of another life changing event, in which...

- It is the same because...
- It is different because...

**TEACHING NOTES**

Help your student make text-to-world connections with "At The Crossroads," by talking about life-changing events that happen to people in the world. Such events could be marriage, having a family, starting college, war, or moving. Encourage your student to think about how these events compare to what happened in the text.

In this part, you began thinking about the topic of turning points. You also practiced writing a summary and a position statement. As you work on this unit, you will have many opportunities to discuss the topic of turning points. There are no right or wrong positions. You should be able to support your positions with evidence from the material you viewed, read, and analyzed, as well as your own prior knowledge. Next time, you will begin reading *A Christmas Carol*, a story about a stingy man and the turning points in his life.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**A Christmas Carol: Act I - Part 2**

**Objectives**
- To identify multiple pieces of relevant evidence to support answers, predictions, or inferences
- To identify which clues within a sentence or paragraph help determine or clarify the meaning of words and phrases

**Books & Materials**
- A Christmas Carol: Scrooge and Marley, Act I
- myPerspectives Unit 3: Turning Points
- ELA Journal
- Computer
- Index cards or sentence strips
- Flow Chart Graphic Organizer

**Assignments**
- Watch "High-Tech, Low-Cost Robotic Hand Changes Girl's Life".
- Read Launch Text, "At the Crossroads."
- Read A Christmas Carol: Scrooge and Marley, Act I.
- Complete Comprehension Check.
- Complete Concept Vocabulary.
- Complete Word Study.
- Complete Close Read activities.
- Complete Analyze the Text.
- Watch How to Write a Scene.
- Complete Analyze Craft and Structure.
- Write to identify dialogue and conflict.

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**LEARN**

**GRAMMAR**

**COORDINATE ADJECTIVES**

**Step 1**

You have been reading to understand events and characters in a drama. A playwright can add descriptive details about characters by using adjectives. When an author or playwright uses multiple adjectives to describe one noun, he or she is careful to punctuate them correctly.

Read this sentence from *A Christmas Carol*.

> I present him to you: Ebenezer Scrooge . . . England's most tightfisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. At the end of the sentence, Marley calls Scrooge a sinner. How many adjectives does he use to modify the word *sinner*?

Why are there commas between all of the adjectives?

Remember, coordinate adjectives separately modify the noun. There are always commas between coordinate adjectives. Think about how many adjectives the author uses. Why is it important to punctuate them correctly?

Coordinate adjectives are an element of author’s craft. Think about how an author or playwright can use coordinate adjectives for effect. What effect do the coordinate adjectives in this sentence have?

Since this is a play, pretend you are playing Marley. Read the line out loud. What additional effect do you notice?
Step 4

You can use coordinate adjectives in your own writing. When you do, you need to make sure you punctuate them correctly.

Think about one of the other characters in *A Christmas Carol*. Write a sentence about the character using a series of at least four coordinate adjectives. Remember to punctuate your sentence correctly.

Read your sentence. What is the effect of the coordinate adjectives?

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- I present him
- to you:
- Ebenezer Scrooge . . .
- England's most tightfisted hand
- at the grindstone,
- Scrooge!
- a squeezing,
- wrenching,
- grasping,
- scraping,
- clutching,
- covetous,
- old sinner!

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. *Possible answer:* It means that Scrooge is a greedy and bad man.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The punctuation of the sentence is unusual. There is an exclamation point in the middle of the sentence. I think the playwright did this to help the actor understand how to say the name Scrooge. I think he wanted the actor to say it loudly and with excitement. Hearing it like this would make me pay attention to the name.

Your student may make more observations. Respond to your student's observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions such as: "What is unusual about the punctuation in this sentence? Why do you think the author made this choice? What effect does it have?"

**Step 3**

*Answer: 7*

*Answer: They are coordinate adjectives*

*Possible response: To make the series clear and to keep the sentence organized.*

*Possible response: They paint a picture of Scrooge in one sentence. They make me think Scrooge is a terrible person. All of these are negative adjectives and it feels like they're all piling up to show how awful he is. All of the adjectives emphasize what kind of man he is.*

*Possible response: They give the line rhythm.*

**Step 4**

Your student might write something like this:

> Scrooge's nephew was a kind, cheerful, caring, sweet, considerate man.

*Possible response: The adjectives emphasize his character traits. The reader gets to know a lot about him in one sentence.*

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

> I present him to you: Ebenezer Scrooge . . . England's most tightfisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!

Then say, "In this sentence, the author uses coordinate adjectives to describe Scrooge. When you use multiple adjectives to modify a noun, you should be careful to punctuate them correctly. When you use coordinate adjectives, you put commas between the adjectives because they separately modify the noun or pronoun. You can also use cumulative adjectives in your writing. Cumulative adjectives don't separately modify a noun. You don't use commas with cumulative adjectives."

Display this sentence:

> Scrooge's nephew invites him to a bright, warm Christmas celebration.

Ask, "Why is this sentence punctuated the way it is?" *Possible response: The adjectives bright and warm are coordinate. They separately modify celebration. The adjective Christmas makes a unit with celebration. The first two adjectives modify that whole unit.*

If necessary, remind your student of the "and" trick to check if adjectives are coordinate or cumulative. Point out that you can say "bright and warm celebration," but you wouldn't say "bright and Christmas celebration."

Have your student write a sentence about *A Christmas Carol* using a mix of coordinate and cumulative adjectives.
Everyone faces a crossroad, or a turning point, at some time in his or her life. For many, these turning points can be life-changing events. Fortunately, they often change lives for the better, bringing about a positive outcome. In the next few lessons, you will read selections about people who experience turning points in their lives and how they are changed by them.

In this part of the lesson, you will read A Christmas Carol, Act I by Israel Horovitz and analyze the events in Ebenezer Scrooge's life that acted as turning points. Turning points are events that cause a sudden change in someone's life.

In your first read, think about the following questions and jot notes about your thoughts:

- Why might people resist change?
- Do experiences that cause people to change have to be “real” according to the laws of science? Why or why not?

Before you read the text, read the information under Background. This paragraph will help set the stage for your reading.

Now, read A Christmas Carol: Act I in myPerspectives Unit 3: Turning Points, Whole-Class Learning. As you read, take notes on the questions above in your ELA Journal.

TEACHING NOTES

While your student is reading, assess his or her fluency. As your student is reading, have them read a section aloud. Ensure his or her rate of reading shows they are making meaning of the words, and he or she is not pausing too frequently, or too long between words. Also ensure your student is not reading too quickly as to not grasp the meaning. Your student should be jotting down ideas to the questions above while reading and noting important sections of text in his or her ELA Journal. If your student has difficulty understanding all the words in the text, have him or her read on and see if it fills in gaps in his or her understanding. There are many footnotes throughout the text that give definitions of words your student may not know; encourage him or her to use the footnotes.

Your student might write something like this:

Scrooge is a miserly, mean English man.

Check that your student includes a comma between the coordinate adjectives and did not put a comma before the cumulative adjective.

If your student struggles to punctuate the sentences, remind him or her to try the “and” trick.

Ask, “How can knowing how to use multiple adjectives to describe a single noun help you in your writing?” Possible response: I can use multiple adjectives to be more descriptive and to help create mood in my writing.
ANOTHER WAY

WRITING ABOUT THE EVENTS IN ACT I OF A CHRISTMAS CAROL

You have been asked to complete a first reading of Act I of A Christmas Carol. As you read, you will fill out a graphic organizer to help you keep track of the events in the play. You will be using a Flow Chart Graphic Organizer. At the top, write your topic: “Act I of A Christmas Carol.” Then write major events as they occur in Act I of the play. Notice that the directions say to “List steps or events in time order.” The play changes between the past, the present, and the future, but you should list the events in the play as they occur, noting when the scenes change from past to present or future. Also, if you find that you need to use more than one flow chart to write down events in Act I, feel free to do so.

TEACHING NOTES

Your student has been asked to complete a Flow Chart Graphic Organizer while completing a first read of Act I of the play A Christmas Carol. Note that your student does not need to write down every single thing that happens on the flow chart. Instead, your student should write down the major events in Act I as they occur. Completing this flow chart will help your student as he or she reads and then writes more about the play later.

Now, that you have read Act I, go to the Making Meaning section of your textbook and find the Comprehension Check activities. You will complete the activities for these paragraphs in your ELA Journal. If you have a printed textbook, these activities are in the margins of your text. If you are using the digital textbook, these activities are located in the Making Meaning section. Remember to practice good writing skills and use details from your reading to support your opinion and answers.

Now, complete the Comprehension Check activities.

TEACHING NOTES

COMPREHENSION CHECK POSSIBLE RESPONSES

1. They were business partners.
2. The play is set in 1843 in London.
3. Scrooge says, “Humbug!” or “Bah! Humbug!”
4. Summaries will vary; however, students should include: Ebenezer Scrooge is a miserable miser who hates Christmas; one Christmas Eve, the ghost of his dead business partner, Jacob Marley, appears in Scrooge’s home; Marley drags an enormous chain because he did not help others while he was alive; he says Scrooge will suffer the same fate, but Marley has arranged for Scrooge to be saved; Scrooge will be visited by three spirits; the first spirit, the Ghost of Christmas Past, takes Scrooge on a journey through scenes from his past; Scrooge sees his school, his sister Fan, the business where he was an apprentice, and the end of his relationship with a woman he once loved; these are painful experiences for Scrooge, and afterward he falls into a deep sleep.
After you have completed all activities in the **Comprehension Check**, review your answers. Did you accurately interpret Ebenezer Scrooge's character traits and the events that impact his life?

Take the time now to reread any part of the story you did not fully understand.

After you have reread any passages from the text, take a moment to reflect on the ways Mr. Scrooge responds to the events in his life.

In this part of the lesson, you read about Ebenezer Scrooge and reflected on the life events that impacted his life. Next, you will conduct a close read of the text, focusing on specific areas to get a better understanding of the main character and his response to life events.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

To practice identifying main points and summarizing a text, complete the following activity, [Tune In to Learning.](#)
In the last part, you were introduced to Ebenezer Scrooge, his views on the Christmas season, and the way he interacted with the people around him. Now, you will reread sections of the text to develop a better understanding of Mr. Scrooge's personality and the events that impact his life.

In the next part, you will reread the text and complete a close read of several paragraphs in the text. Before you reread the text, you will complete the **Concept Vocabulary** and **Word Study** activities to enhance your understanding of the text. Good readers understand that authors are intentional about the words they use when writing. Understanding vocabulary helps you create a visual image of the text in your mind. As you read, imagine seeing the play in your mind.

Go to the **Language Development** section of your textbook, myPerspectives Unit 3: Turning Points, Whole-Class Learning, and find the **Vocabulary and Word Study** activities.

Now, complete the **Vocabulary and Word Study** activities in your ELA Journal.

**TEACHING NOTES**

**WHY THESE WORDS? POSSIBLE RESPONSES**

1. The concept vocabulary helps the reader understand Scrooge’s character and personality because they are strong words that vividly describe a certain kind of person.
2. dismal, rich, cross

**PRACTICE POSSIBLE RESPONSES**

1. A covetous person might try to accumulate as many possessions or as much money as he or she could.
2. A morose person might be gloomy or ill-tempered, not enjoying life and not getting along with people.
3. Someone might be resolute if he or she were determined to reach a particular goal.
4. Someone might be described as being impossible if he or she argued about every little thing.
5. At a party, a malcontent would sit in a corner, never smile, and refuse to talk to anyone or disagree with anything anyone said.
6. A miser would not be expected to do anything generous or share money, but would be expected to be greedy and refuse to help anyone who is in need.

**WORD STUDY POSSIBLE RESPONSES**

1. Everyone on the committee felt that Wendy was a malcontent because she said every idea we had was bad and never offered a good idea of her own.
2. Words, definitions, and sentences will vary.

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**FLUENCY**

**READING WITH ACCURACY**

Great readers read accurately. When readers read make too many mistakes on words, they are not making meaning of the text. For reading to be fluent, you need to pronounce words correctly.

Let's practice reading accurately. To do this you are going to reread a part of *A Christmas Carol: Act I*.

You have been reading now for many years. There are probably many words that you know very well and can read accurately and quickly. This is called automaticity. When reading different genres, you will read many words that are new to you. Rereading new words and unfamiliar texts will help you develop into a better reader.

Watch [this video](#) with 7th grade vocabulary words. Can you read all of the words? Do you know what each of the words mean? Discuss any words that are new to you with your Learning Guide.

To read accurately:

1. Monitor your reading.
2. Self-correct when needed.
3. Reread to clarify and to make your reading sound smooth.
4. Chunk unknown words into parts to help you read them.
5. Read words you know with automaticity.
6. Pay attention to new words.
7. Read more and more!

You have just learned many new words from the video and within the text you just read. When you encounter unknown words while reading, you might need to slow down to figure out what that word is. That is okay! Rereading will help you learn these words.

Let's reread a few sentences with the word *covetous*. You just learned the meaning of this word from *A Christmas Carol: Act I*. When you get to a tricky word, try to chunk parts of the words to help you read the unknown words. This will help you while reading.

I present him to you: Ebenezer Scrooge . . . England's most tightfisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, *covetous*, old sinner! Secret, and self-contained, and solitary as an oyster. The cold within him freezes his old features, nips his pointed nose, shrivels his cheek, stiffens his gait; makes his eyes red, his thin lips blue; and speaks out shrewdly in his grating voice. Look at him. Look at him . . .

Consider these questions:

- What words were you able to read automatically without even thinking about them?
Were there any tricky words for you? Did you break the word into chunks to help you read it? Did you reread if you needed to break a word down?
Did you read any new words? What did the words mean?

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. How do you think you did when reading the sentences?

Now you are going to reread *A Christmas Carol: Act I*. Your goal is to read the excerpt from the play smoothly and accurately. Read Scene 2, paragraphs 1–36 one time through. After reading, talk with your Learning Guide about any words that were tricky for you while reading and what strategy you used to help you figure the word out. Talk to your Learning Guide about words you read with automaticity. Remember, automaticity means you read without having to really think about how to pronounce a word, and you quickly and accurately recognize words. Talk with your Learning Guide about any new words you read.

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your reading and look at the Fluency Rubric with your Learning Guide.

## TEACHING NOTES

Discuss with your student how reading accurately helps with reading fluency because it makes reading sound smooth.

Watch [this video](#) to listen to 7th grade vocabulary. Turn the sound on silent and have your student read the words. Discuss the meaning of any words that your student doesn't know. Explain to your student that the more a person reads, the more words that person will be able to read with automaticity.

Discuss the questions with your student after he or she reads the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now go to *A Christmas Carol: Act I*. Have your student read Scene 2, paragraphs 1–36 one time through and discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked a tricky word. Discuss what words your student read with automaticity and any new words your student read.

Record your student reading the text two more times. You can use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back and listen. Discuss how each time your student reread the page, the reading sounded smoother and smoother. Have him or her identify any words pronounced incorrectly. Have your student practice those words and see if they are correct on the next reading. Look over the rubric and discuss how your student did.

If your student continues to make mistakes after rereading a few times, turn on the audio for the text. Have your student practice reading along with the audio and then practice reading without the audio a second time.

Do you have a clear understanding of Mr. Scrooge's character and personality? Does understanding the vocabulary in the text give you a better understanding of the messages in the play?
In this part of the lesson, you reflected on vocabulary and how the author uses word choice to paint a picture and create meaning and understanding in the text. Next, you will conduct a Close Read to dive deeper into what makes Mr. Scrooge tick, or what makes him a stingy and grumpy old man.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Have you ever met someone who seemed mean and irritable all the time? Did you ever wonder what caused that person to be that way? Did you ever think about what might make that person happy?

You’ve already reflected on the power of vocabulary and how it can shape your understanding of the text. Now, you will reread the text and complete a close read of several paragraphs in the text. While reading, apply your understanding of the vocabulary in the play and jot down your observations of the text in your ELA Journal. You will focus on the following sections of the text:

Scene 1
- Paragraph 4

Scene 2
- Paragraph 10
- Paragraph 54
- Paragraphs 78-95

Scene 3
- Paragraphs 30-34

Go to the Making Meaning section of A Christmas Carol: Scrooge and Marley, Act I in myPerspectives Unit 3: Turning Points, Whole-Class Learning and find the Close Read activities for these paragraphs. If you have a printed textbook, these activities may be in the margins of your text.

Now, complete the Close Read activities for these paragraphs in your ELA Journal.
TEACHING NOTES

Your student will be rereading several scenes from Act I of the play. If he or she becomes confused by the paragraph numbers, explain that each act is broken up into scenes. The scenes are also numbered. The paragraphs in each scene start as number 1. It will be helpful for your student to make sure he or she is looking at the paragraphs in the correct scene before answering each question.

POSSIBLE RESPONSES

Scene 1, Paragraph 4

The playwright chose these words to paint a picture of Scrooge. These adjectives describe someone who views money as the most important thing in the world and wants nothing to do with people. The playwright’s strong word choice gives readers a picture of Scrooge as a miserable, angry, and probably lonely man.

Scene 2, Paragraph 10

Scrooge thinks people who celebrate Christmas are fools. He expresses this to his nephew in a sarcastic way. This attitude tells me that Scrooge is a nasty person who is clearly unhappy.

Paragraph 54

That Portly Man is asking for donations for the poor tells me that there was a serious divide between the wealthy and the poor during the 1800s in London, and the poor didn't have basic comforts. This helps the reader understand what a terrible person Scrooge is in this play, that he is able but unwilling to help poor people who desperately need things as simple as food and a warm place to stay.

Paragraphs 78-95

The playwright included this exchange to emphasize how Cratchit is tolerant and also a happy person who has a family to go home to. Cratchit doesn't let Scrooge's behavior get to him. The conversation reveals that Cratchit is a good man and a hard worker, yet he still wishes his ill-tempered boss a Merry Christmas after barely getting time off to be with his family.

Scene 3, Paragraphs 30-34

The words Scrooge speaks to Marley in these paragraphs reveal that Scrooge is scared of Marley's ghost. He is trying to be nice, as well as complimentary toward Marley. Scrooge's reaction tells me that he is starting to think about the way he treated Marley when the two of them were business partners. Scrooge is starting to feel regret for the way he used to behave.

COMPREHENSION

INFERRING CHARACTER TRAITS

Good readers infer character traits. Good readers look closely at what a character says and does as evidence to make an inference about a character's traits. Inferences always involve evidence from the text, combined with a reader's background knowledge.

Reread this excerpt from Scene 2, paragraph 10 in *A Christmas Carol, Act I*. Scrooge states to his nephew:
What else can I be? Eh? When I live in a world of fools such as this? Merry Christmas? What's Christmastime to you but a time of paying bills without any money; a time for finding yourself a year older, but not an hour richer. If I could work my will, every idiot who...

Practice inferring Scrooge's traits in your ELA Journal by making a Three-Column Chart. Label the columns:

- Text Evidence (Actions and Dialogue)
- My Background Knowledge
- Inference

To fill out your chart, think about the words Scrooge speaks in the excerpt. Think about someone you may know who speaks that way. Would you describe someone who speaks that way as friendly and polite? Would you describe that person as nasty and unpleasant? Would you infer, based on Scrooge's dialogue, that he is a mean and angry man?

**TEACHING NOTES**

Encourage your student to make a list of text evidence and background knowledge to infer Scrooge's traits based on the excerpt.

Possible response:

- Background Knowledge: I know that people who call others “fools” and “idiots” are not friendly and polite.
- Inference: Scrooge is nasty and angry.

**VOCABULARY**

**FIGURES OF SPEECH: LITERARY ALLUSIONS**

Let's learn about another figure of speech called an allusion. Remember that a “figure of speech” is a phrase, or part of a text, that has deeper meaning beyond the literal words.

An allusion is a literary device that references another object outside of that particular work of literature. The object can be a real or fictional person, event, quote, or other work of artistic expression. Allusions can add emotion or significance to a passage by making the reader think about their associations unrelated to the text itself.

Watch this video to learn more about allusions.

Now let's look at an example from everyday life. Have you ever heard the phrase, Big Brother is watching you? This is a common phrase meaning that “the government is everywhere and can see everything people do, leading to a lack of privacy.” However, this common phrase is actually an allusion. The idea of “Big Brother” comes from the book 1984 by George Orwell. So, any time you hear someone use this phrase, it is an allusion.

Look at this example from A Christmas Carol. You have read the play A Christmas Carol, and now you will look at the novel to identify a literary allusion. Reread the following paragraph from Stave One (chapter one) of the novel.

The mention of Marley's funeral brings me back to the point I started from. There is no doubt that Marley was dead. This must be distinctly understood, or nothing wonderful can come of the story I am going to
relate. If we were not perfectly convinced that Hamlet’s Father died before the play began, there would be nothing more remarkable in his taking a stroll at night... than there would be in any other middle-aged gentleman rashly turning out after dark in a breezy spot.

Identify the allusion and explain it in your own words. Do this work in your ELA Journal.

Watch this video to learn more about allusions with your student.

Help your student read the excerpt from A Christmas Carol. Ask: “Do you see a reference (allusion) to another literary work? Think about other literature that you know.”

Your student should identify that Charles Dickens is making an allusion to Shakespeare's Hamlet in this sentence:

If we were not perfectly convinced that Hamlet’s Father died before the play began, there would be nothing more remarkable in his taking a stroll at night... than there would be in any other middle-aged gentleman rashly turning out after dark in a breezy spot.

In order for this part of A Christmas Carol to make sense, the reader has to understand that Marley is dead, just like in order to understand Hamlet, the reader needs to understand Hamlet's father died before the play began.

In this part of the lesson you began rereading a number of scenes from A Christmas Carol: Scrooge and Marley, Act I. Next, you will continue rereading scenes from the play as you further your understanding of Mr. Scrooge and the events that impacted his life.

Rate your understanding

Please go online to view and submit this assessment.
A Christmas Carol: Act I - Part 5

Objectives
- To identify multiple pieces of relevant evidence to support answers, predictions, or inferences
- To identify which clues within a sentence or paragraph help determine or clarify the meaning of words and phrases

Books & Materials
- A Christmas Carol: Scrooge and Marley, Act I
- ELA Journal
- Computer
- Index cards or sentence strips, highlighter

Assignments
- Watch "High-Tech, Low-Cost Robotic Hand Changes Girl's Life" 
- Read Launch Text, "At the Crossroads."
- Read A Christmas Carol: Scrooge and Marley, Act I.
- Complete Comprehension Check.
- Complete Concept Vocabulary.
- Complete Word Study.
- Complete Close Read activities.
- Complete Analyze the Text.
- Watch How to Write a Scene.
- Complete Analyze Craft and Structure.
- Write to identify dialogue and conflict.

LEARN

GRAMMAR

NOUN PHRASES

Step 1
You have been reading to analyze craft and structure in a play. You can analyze a sentence to think about how an author builds noun phrases to add meaning to a sentence.

Read this sentence from A Christmas Carol.

It is required of every man that the spirit within him should walk abroad among his fellow-men, and travel far and wide; and if that spirit goes not forth in life, it is condemned to do so after death.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
You know about common and proper nouns used to name people, places, things, and ideas. An author can add modifiers to nouns to build noun phrases. This helps the author add details that help you understand the specific people, places, things, and ideas in sentences.

Your Learning Guide has divided this sentence into chunks. Can you identify all the chunks that have noun phrases on them? Look for chunks that have nouns plus articles, possessive nouns or pronouns, adjectives, or prepositional phrases. Separate the chunks from the sentence and highlight the words that make up each noun phrase.

Which noun phrases include articles? Circle the articles. Which noun phrases include possessive pronouns? Put boxes around the possessive pronouns. Which noun phrases include adjectives? Underline the adjectives. Which noun phrases include prepositional phrases? Put a wavy line under the prepositional phrases.
When you read a sentence, you can think about how words work together to make meaning. One way this happens is in noun phrases. An author uses the words in a noun phrase to help you understand a specific person, place, thing, or idea referred to in the sentence.

**Step 4**

You thought about the different parts of speech that can be put together to make up a noun phrase. A noun phrase always includes a noun. The noun phrases in today’s sentence include articles, possessive pronouns, adjectives, and prepositional phrases.

You can think about the general functions of noun phrases as well as their functions in specific sentences.

A noun phrase can function in multiple ways in a sentence. In fact, there are 10 functions of noun phrases. The noun phrases in today’s sentence have two of them:

- Subject: Performs the verb in the clause or sentence
- Object of a preposition

Put the chunks with noun phrases back in the sentence. Think about each highlighted noun phrase. Is it functioning as a subject or as the object of a preposition? How do you know?

Think about how you broke down the noun phrases in this sentence to understand the words that make them up. Think about how you decided the function of each noun phrase. How does this help you understand more about the author’s craft? Use one of the noun phrases as an example.

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**TEACHING NOTES**

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- It is required
- of every man
- that the spirit within him
- should walk abroad
- among his fellow-men,
- and travel far and wide;
- and if that spirit
- goes not forth
- in life,
- it is condemned
- to do so
- after death.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that people should go out in the world and travel and be among others. If they don't, their spirits have to walk the earth after they die.
Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: The word that is a relative pronoun. It connects a relative clause explaining what is required. It helps me understand why Marley is cursed to walk the earth now. Your student may make more observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: What part of speech is the word that? How does it function in the sentence? What kind of clause does that connect to the rest of the sentence? What does the clause help you understand?

Step 3

Your student should separate these chunks from the sentence:

- of every man (highlight “every man”)
- that the spirit within him (highlight “the spirit within him”)
- among his fellow-men, (highlight “his fellow-men”)
- and if that spirit (highlight “that spirit”)

Articles:

- that the spirit within him

Possession:

- among his fellow-men,

Adjectives:

- of every man
- and if that spirit

Prepositional phrases:

- that the spirit within him

Step 4

Answers:

Subject:

- that the spirit within him
- and if that spirit

Object of preposition:

- of every man
- among his fellow-men,

When your student decides on the function of each noun phrase, have him or her explain how he or she knows its function. For example, for “the spirit within him,” your student might say something like, “I know this is a subject because it’s doing the action of walking abroad. It’s the subject of the verb should walk.”
It helps me understand more about the author’s craft by making me think about how the author adds other parts of speech to nouns to build noun phrases to serve different functions. An author can make noun phrases that are very descriptive. The noun phrase “the spirit within him” helps me understand what Marley is talking about. If the author hadn’t written “within him,” I wouldn’t know which spirit Marley means.

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

> It is required of every man that the spirit within him should walk abroad among his fellow-men, and travel far and wide; and if that spirit goes not forth in life, it is condemned to do so after death.

Then say, “In this sentence, the noun phrase ‘the spirit within him’ functions as the subject of a verb. The noun phrase ‘his fellow-men’ functions as the object of a preposition. Noun phrases can have multiple functions. Another is as a direct object.”

If necessary, remind your student that a direct object follows a transitive verb. A direct object answers the question “who?” or “what?” receives the action of the transitive verb.

Have your student pick one of the noun phrases in today’s sentence and write a new sentence using it as a direct object.

Your student might write something like this:

> Scrooge should value his fellow men.

Ask, “How can knowing how to use noun phrases help you be a stronger writer?” **Possible response:** I can add details to nouns to be more specific in my writing. I can use noun phrases for different functions. This helps me build more meaningful sentences.

In this part of the lesson, you will continue close reading additional paragraphs in the text. Close reading is a skill that good readers use to gain deep understanding of complex texts. By now, you are becoming skilled at identifying details to help you understand the characters in the play. In past lessons you learned about punctuation, quotation marks, vocabulary and symbolism. As you read, look for interesting punctuation marks throughout the play.

For example, when an ellipsis is used in dialogue (Scene 5, paragraph 19) it indicates a pause. The pause can reveal something about a character. Perhaps the words are difficult for the character to get out because the character is emotional, or the character is searching for words. Think about the difference in these two lines of dialogue:

“I always thought you were a wonderful person.”

“I always thought you were a . . . wonderful person.”

What might the ellipsis in the second sentence suggest? Jot your thoughts down in your ELA Journal.
Symbolism was used by authors in previous lessons. Did you notice any symbolism in the play the first time you read it? Let’s take a look at some of the symbolism in Act I.

Remember, symbolism is the use of an object, person, animal, place, or image to represent something else. A symbol has its own meaning, but also stands for something larger than itself, usually an abstract idea. Authors use symbolism to express a concept without talking about it directly and to make a story more interesting.

In Scene 5, paragraphs 87–89, as Scrooge and the woman talk about what he now loves, rather than saying “You now love money more than you love me,” the woman says: “Another idol has displaced me. . . . a golden one.” The idol is a symbol for what Scrooge loves (once the woman, now wealth) and “golden” is a symbol for wealth.

As you reread the text, look out for symbolism, as well as punctuation, used throughout the play.

While reading, apply your understanding of vocabulary and these writing techniques in the play and jot down your observations of the text. You will focus on the following sections of the text:

- Paragraph 4
- Paragraphs 15-19
- Paragraphs 70-76
- Paragraphs 111-122

Go to the Making Meaning section of your textbook, myPerspectives Unit 3: Turning Points, Whole-Class Learning, and find the Close Read activities for these paragraphs. If you have a printed textbook, these exercises might be in the margins of your book. Now, complete the Close Read activities in your ELA Journal.
Paraphrase 4

I wonder why the playwright chose to emphasize the darkness in Scrooge’s room and his confusion with the time of day. The details about the darkness of midnight when Scrooge expects it to be daytime work together to create a tense feeling at Scrooge’s confused state. Scrooge is disoriented, making me feel as if something eerie is about to happen.

Paragraphs 15–19

The playwright’s use of words like solitary, neglected, sobbing, alone, and poor boy reveals that Scrooge feels sad looking back on his life as a lonely schoolboy. The Ghost of Christmas Past made Scrooge feel regret and sadness in looking back at his life and is probably feeling that he should have been kinder as an adult.

Paragraphs 70–76

I wonder if the playwright chose to describe the mood of the dance to show that Scrooge was happier when he was a young man. The descriptions of the dance and the dialogue between young Scrooge and Dick tell me that at one time Scrooge was a good person and had learned a lesson about treating people well. The details make me feel a little more sympathetic toward Scrooge as an older man.

Paragraphs 111–122

I think these words show that Scrooge realizes how awful he had behaved toward other people. He is feeling panic and calling himself a fool for his mistakes. This change shows the reader that Scrooge actually does have feelings and that he feels regret and sadness for his past actions.

In this part of the lesson, you conducted a close read of the text and practiced good reading skills. As you reread the text, you focused on the features and language used by the author to help you think thoughtfully about the details in the text and why they were used.

Next, you will analyze the text to examine how events can cause a sudden change in a person’s life.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In this part of the lesson, you will continue to analyze the text to examine how events can cause a sudden change in a person’s life.

Before you complete these activities, think about what you know about the main character Ebenezer Scrooge already. Imagine that you have twenty minutes to interview Mr. Scrooge. What would you ask him? You can think about your questions or jot them down in your ELA Journal.

Now, complete the Analyze the Text activities in your ELA Journal. If you have a printed textbook, these activities are in the margins of your text in myPerspectives Unit 3: Turning Points, Whole-Class Learning. If you are using the digital textbook, these activities are located in the Making Meaning section.

TEACHING NOTES

If your student fails to cite evidence, give a reminder to support the ideas he or she noted with specific information from the text. Also, look to see if he or she included examples of cause and effect in their response.

POSSIBLE RESPONSES

1. Marley’s ghost drags the chain as punishment for the life he lived. When he was alive, he cared only about business and did nothing to help others.
2. a. Scrooge’s past experiences made him a bitter, lonely miser who is unpleasant to everyone he encounters.
   b. Yes, I do think that Scrooge should be excused, mostly because he looks back with sadness on his life and feels regret about how he has treated people.
3. Responses will vary. Students may conclude that revisiting events from the past can cause a sudden change in someone’s life.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
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</table>
| - To identify multiple pieces of relevant evidence to support answers, predictions, or inferences  
- To identify which clues within a sentence or paragraph help determine or clarify the meaning of words and phrases | - A Christmas Carol: Scrooge and Marley, Act I  
- ELA Journal  
- Computer | - Watch “High-Tech, Low-Cost Robotic Hand Changes Girl’s Life”  
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- Complete Analyze the Text.  
- Watch How to Write a Scene.  
- Complete Analyze Craft and Structure.  
- Write to identify dialogue and conflict. |
ANOTHER WAY

FINDING EVIDENCE FOR CAUSE AND EFFECT

It might be challenging to identify text evidence for cause-and-effect relationships between events in *A Christmas Carol*. You can stop and think about each event or result and ask a specific question to find the cause. That question is: *Why?*

When you answer each of today’s questions, first write down your initial response. Write down what you think the answer is. That answer is the effect. Then ask yourself, *Why did this happen?* First, write down your thoughts about the cause. What do you remember from the play? Then go back to the text and find evidence in the text that supports your thinking. Use the highlighting tool to highlight those details. Then go back and write your answer for the question.

TEACHING NOTES

If your student is struggling to find evidence to support cause-and-effect relationships, have him or her break each question down by first thinking of an initial response and then asking himself or herself, *Why did this happen?* Then have your student highlight evidence in the text that supports his or her thinking. Your student can do this by using the cursor to highlight text and then selecting “Highlight” in the pop-up.

For example, for the first question, your student might say that Scrooge is a lonely and bitter man. In answering the question of “why,” your student might initially say, “He has past experiences of being rejected, and that made him close himself off.” Your student might then highlight this detail from paragraph 108:

> But if you were free today, tomorrow, yesterday, can even I believe that you would choose a dowerless girl—you who in your very confidence with her weigh everything by Gain; or, choosing her, do I not know that your repentance and regret would surely follow? I do; and I release you.

If necessary, ask your student to explain the evidence he or she chooses. For example, your student might say, “Scrooge's love is leaving him because he has become too obsessed with money. This is a sad experience that contributes to his being lonely.”

If your student struggles to find evidence in the text, you might ask prompting questions such as: “Where can you find an example of someone leaving Scrooge because of his attitudes?”

Have your student continue in this pattern as needed for each question.
FLUENCY
READING WITH EXPRESSION

Great readers read with expression. When you read with expression, you use your voice to show the mood and feeling of the words. If you sound like a robot, you are not reading with expression. When reading fiction, your tone should change with what is happening in the story. You should use your storytelling voice when reading. While most of the reading you do now is silent, the voice inside your head should still be reading with expression.

You have been analyzing the text to get a better understanding of the character Ebenezer Scrooge. You can use this information to help you read with expression. Understanding the mood of the character will help you know the important words to emphasize.

Go to the e-text for A Christmas Carol: Act I and click on the audio. Listen to the reader starting at 8:32, reading Ebenezer Scrooge's part. Notice the tone of voice the reader uses while reading the lines of Scrooge compared to that of his nephew.

Rules for reading with expression:

1. Think about what is happening in the story and how the character feels.
2. Change your tone of voice when reading dialogue.
3. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
4. Raise or lower your voice for text size, italics, or bold print.
5. Emphasize important vocabulary words.

Take a look at the Fluency Rubric. Reading with expression is the second thing that great readers do to read fluently.

Let's practice reading aloud. Read Scene 2, paragraphs 2—12 of A Christmas Carol: Act I one time through. Think about echoing the storytelling voice of the reader and emphasize the tone of voice for each character.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Think about your expression in the section.

- Did you emphasize important vocabulary words?
- Did think about how the characters were feeling and use this to help you read with expression?
- Did your tone of voice change for each character?

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your reading and look at the Fluency Rubric with your Learning Guide.

TEACHING NOTES

Discuss with your student how reading with expression helps with reading fluency because it helps readers make meaning of the text.

Listen to the play A Christmas Carol: Act I being read aloud in the e-text from 8:32 – 10:10. Discuss the reader's expression expression as he read each character's part.

Show your student the Fluency Rubric and discuss what fluent reading should sound like by focusing on the section about reading with expression.
In this part of the lesson, you analyzed the text to get a better understanding of Ebenezer Scrooge and his actions. Do you have a different opinion of the character than you did the first time you read Act 1? Next, you will read Act 2 and see how Mr. Scrooge responds to the events in Act 1.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
A Christmas Carol: Act I - Part 7

**Objectives**
- To identify multiple pieces of relevant evidence to support answers, predictions, or inferences
- To identify which clues within a sentence or paragraph help determine or clarify the meaning of words and phrases

**Books & Materials**
- A Christmas Carol: Scrooge and Marley, Act I
- ELA Journal
- Computer

**Assignments**
- Watch "High-Tech, Low-Cost Robotic Hand Changes Girl's Life"
- Read Launch Text, "At the Crossroads."
- Read A Christmas Carol: Scrooge and Marley, Act I.
- Complete Comprehension Check.
- Complete Concept Vocabulary.
- Complete Word Study.
- Complete Close Read activities.
- Complete Analyze the Text.
- Watch How to Write a Scene.
- Complete Analyze Craft and Structure.
- Write to identify dialogue and conflict.

---

**LEARN**

Dialogue is critical in a play. Dialogue is a conversation between characters. In a novel or short story, the author can include information and explanations. However, in a play, there are usually no opportunities to offer explanations. In a play, dialogue serves several key functions. Dialogue alone must move the story forward and show what characters are feeling and thinking.

In the last part of the lesson, you dug into the text in order to build a strong understanding of what Ebenezer Scrooge is feeling and thinking. Now, you will analyze the dialogue in Act 1 of *A Christmas Carol* in *myPerspectives* Unit 3: Turning Points, Whole-Class Learning.

Before analyzing the dialogue in the play, put yourself in the role of a playwright (author) and write a short scene in which two characters have an interaction that is expressed solely through dialogue. Jot down your scene in your ELA Journal. Watch the video below for a few quick tips on writing a scene. If you can find volunteers, ask them to act out your scene!

Please go online to view this video ▶

---

**TEACHING NOTES**

Your student's script might look something like this:

[Lee is seated at a table, studying. Laura enters.] Lee: Sorry about yesterday. Still angry?

Laura: No. [She deliberately drops her heavy book on the table.]

Lee: Are you sure?

Laura: Yes. [She opens her book, then slams it shut.]

Lee: Still friends?

Laura: Sure. [She scoops up her books and strides out.]
Did you find volunteers to act out your scene? If not, take a minute to practice your scene in the mirror, using different voices for each character. No one is stopping you from doing a quick costume change for each character as well. Were you able to create a natural flow to the dialogue you created? Writing dialogue takes practice! You will have more opportunities to analyze and practice writing dialogues in the future.

Now, you will analyze dialogues throughout Act 1. Go to the Making Meaning section of your textbook and find the Analyze Craft and Structure activities. If you have a printed textbook, these activities are in the margins of your text. If you are using the digital textbook, these activities are located in the Making Meaning section. You do not need to copy examples of dialogue into the table. You can annotate the dialogue in the text.

Now, complete the Analyze Craft and Structure activities in your ELA Journal.

<table>
<thead>
<tr>
<th>TEACHING NOTES</th>
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### ANALYZE CRAFT AND STRUCTURE POSSIBLE RESPONSES

Use the chart below to identify and analyze examples of dialogue in Act I of *A Christmas Carol: Scrooge and Marley*.

<table>
<thead>
<tr>
<th>Example of Dialogue</th>
<th>What Does It Say?</th>
<th>What Does It Mean?</th>
<th>What Does It Show About The Character?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How now! What do you want of me?... Humbug! I tell you: humbug! (Scene 3, paragraphs 9-23)</td>
<td>a. Scrooge argues with Marley's ghost and asks who he is. He says the apparition may be just a result of indigestion.</td>
<td>b. Scrooge doubts the ghost’s existence.</td>
<td>c. Scrooge is closed to the idea that Marley might have a message for him.</td>
</tr>
<tr>
<td>Marley. [Directly to audience] From this point... for the hour. (Scene 4, paragraph 2)</td>
<td>d. Marley explains that he will become invisible to Scrooge, but not to the audience.</td>
<td>e. He is explaining the structure of the scene.</td>
<td>f. Marley is interested in Scrooge’s reactions to what he sees.</td>
</tr>
</tbody>
</table>

Were you able identify what the dialogue means as well as what it tells you about the characters? If not, take a few minutes to reread a small section of dialogue in the text, focusing on the punctuation and words that reflect emotion or feeling. This will help you focus on the characters, how they express themselves and give you a glimpse into their personalities. Remember, understanding a character's personality will help you understand their point of view and why they respond the way they do to certain situations.

In this part of the lesson, you used dialogue to help you understand characters, their feelings and actions. Next, you will see how characters respond to the events of the story and how new events can cause a turning point in a person's life.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### A Christmas Carol: Act I - Part 8

#### Objectives
- To identify multiple pieces of relevant evidence to support answers, predictions, or inferences.
- To identify which clues within a sentence or paragraph help determine or clarify the meaning of words and phrases.

#### Books & Materials
- A Christmas Carol: Scrooge and Marley, Act I
- ELA Journal
- Computer

#### Assignments
- Watch "High-Tech, Low-Cost Robotic Hand Changes Girl's Life".
- Read Launch Text, "At the Crossroads."
- Read A Christmas Carol: Scrooge and Marley, Act I.
- Complete Comprehension Check.
- Complete Concept Vocabulary.
- Complete Word Study.
- Complete Close Read activities.
- Complete Analyze the Text.
- Watch How to Write a Scene.
- Complete Analyze Craft and Structure.
- Write to identify dialogue and conflict.

### USE

For this Use, you are going to think about the dialogue you have been studying in the play. Dialogue is the main vehicle for plot, characterization, and other literary elements in drama. In this Use, complete the following prompt:

Write 2–3 paragraphs that explain how the dialogue in the play reveals the conflict of the story. Use at least two examples from the text to support your answer.

Think about the following questions:
- How are the characters feeling?
- How are the characters responding to each other?

You may practice writing your response in your ELA Journal. As you are brainstorming ideas for your response, think about additional questions that may help you identify details from the text to support your response.

- What punctuation helps you identify the characters’ feelings?
- What symbolism or vocabulary is used to support your analysis?

Good writers always use details to demonstrate understanding and support their analysis of the text. Now, you are going to write 2–3 paragraphs in which you identify the conflict in the play. Use the thinking you have done in this part of the lesson and include at least two details from the text to support your answer. Write your response now.

### USE FOR MASTERY

Upload your answer below.

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USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Identify the conflict in the play?
- Include at least two specific examples from the text that illustrate the conflict?
- Incorporate at least two pieces of evidence that analyze and connect to your claim?
LEARN ABOUT...

LIFE IN BRITAIN IN THE 1800s (19th CENTURY)

You are going to continue reading a play called *A Christmas Carol*, based on the novel by Charles Dickens. Before you do so, let's get some background knowledge!

Read this article: “Everyday Life in 19th Century Britain,” to help you learn more about the setting in which this play occurred, which was England in the 1800s.

Note that Britain refers to the United Kingdom of Great Britain (which includes the countries England, Wales, and Scotland) and Northern Ireland. There are blue section headings that introduce each section of the article. Use these as you read to keep track of the topics and main ideas in the article. You can use this strategy with other articles that are organized similarly. After you read this article, you should know more about British life in the 1800s (also known as the 19th century).

After you read, answer these questions about life in Britain in the 1800s:

1. What did people need to be considered middle class?
2. *True or false:* There were no restrictions on child labor in Britain in the 1800s.

Your student will read a background article about life in Britain in the 1800s. This will prepare your student for a later portion of the lesson, in which he or she will continue to read a fictional play based on Dickens’ novel *A Christmas Carol*. After reading this article, your student will know more about what life was like in the 1800s in Britain.
In the last part, you read *A Christmas Carol: Scrooge and Marley*, Act I, and you analyzed Ebenezer Scrooge’s responses to events that greatly impacted his life. Now, you will read Act II of the play and reflect on the turning points throughout Mr. Scrooge’s life.

Before you continue reading *A Christmas Carol: Scrooge and Marley*, Act II, take a few minutes to read the article “How Katrina Led One Teen to Howard University and Beyond”. As you read, reflect on how one teenager’s experiences after Hurricane Katrina shaped her future.

As you read, think about how events can be a positive or a negative turning point in a person’s life. Jot some ideas in your ELA Journal.

In a moment, you are going to complete your first read of *A Christmas Carol: Scrooge and Marley*, Act II. As you prepare to read, think about whether revisiting the past is helpful or not.

As you read, think about situations where people have had turning points in their lives. Have you had any turning points in your life? After you have read, you will complete the Comprehension Check in the Making Meaning section.

Now read *A Christmas Carol: Scrooge and Marley*, Act II in *myPerspectives* Unit 3: Turning Points, Whole-Class Learning. As you read, think about the following questions:

- Will Scrooge be able to become a different person?
- Is it too late for him to change?

**VOCABULARY (ONLY INCLUDE DURING FIRST READ – CONCEPT VOCABULARY)**

- parallel
- altered
- strive
- dispelled
- earnest
- infinitely
Comprehension Check

Making Meaning

You have been asked to complete a first reading of Act II of A Christmas Carol. As you read, you will fill out a graphic organizer to help you keep track of the events in the play. You will be using a Flow Chart Graphic Organizer. At the top, write your topic: “Act II of A Christmas Carol.” Then write major events as they occur in Act II of the play. Notice that the directions say to “List steps or events in time order.” The play changes between the past, the present, and the future, but you should list the events in the play as they occur, noting when the scenes change from past to present or future. Also, if you find that you need to use more than one flow chart to write down events in Act II, feel free to do so.

TEACHING NOTES

Your student has been asked to complete a Flow Chart Graphic Organizer while completing a first read of Act II of the play A Christmas Carol. Note that your student does not need to write down every single thing that happens on the flow chart; instead, your student should write down the major events in Act II as they occur. Completing this will help your student as he or she reads and then writes more about the play later.
Next, you will go to the **Making Meaning** section and find the **Comprehension Check** activities. Think about the dialogue between the characters and the details they are sharing with you. Pay special attention to the punctuation and word choices in this act. Write your responses in your ELA Journal. Remember to practice good writing skills and use the details noted in the text to support your opinion and answers.

Now, complete the **Comprehension Check** activities in your ELA Journal.

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### TEACHING NOTES

#### POSSIBLE RESPONSES

1. The Ghost of Christmas Present; Present
2. Kindness
3. The Ghost of Christmas Future; the Spirit of Christmas Yet to Come; Future
4. Scrooge’s gravestone
5. Summaries will vary; however, your student should include:

Scrooge is visited by the second spirit—the Ghost of Christmas Present; the spirit takes Scrooge to Bob Cratchit’s house, and Scrooge sees that the family is happy even though they are poor; the spirit tells Scrooge that unless the shadows he sees are altered, Cratchit’s young son, Tiny Tim, will die; the spirit takes Scrooge to his nephew’s house; Scrooge sees that, though Fred and his wife do not have money, they are very happy together; Scrooge next encounters the Ghost of Christmas Future, who shows Scrooge businessmen talking about a funeral no one wants to attend, three people who have been with a dying man whose possessions they took after the man died and are now selling, and finally, Scrooge’s gravestone; terrified, Scrooge swears he has changed; he wakes up in his bed on Christmas day; he embraces Christmas and is immediately nice to people; he sends a huge turkey to Bob Cratchit’s house and goes to Fred’s home, where he receives a warm welcome; the next day, he tells Cratchit he’s going to raise his salary and help him with his family. Scrooge has completely transformed.

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After you have completed all activities in the **Comprehension Check**, take a minute to review your answers. How did you do? Which details about Scrooge’s reactions helped you clearly see his changing views?

In this part of the lesson, you read about a turning point in Ebenezer Scrooge’s life. Think about how this turning point in Scrooge’s life became a turning point in the lives of other characters. Next, you will
In the last part of this lesson, you completed a first read of *A Christmas Carol: Scrooge and Marley, Act II* in *myPerspectives* Unit 3: Turning Points, Whole-Class Learning and analyzed how events and past experiences can result in a turning point in a person's life. Now you will analyze the author's use of vocabulary to express feelings and emotions in the text, as well as to highlight Scrooge's transforming personality and character.

In this part of the lesson and the part before it, you have been thinking about how Scrooge transforms as a character. Take a few moments and look up synonyms for the word “transform.” You may wish to jot a few of these synonyms in your ELA Journal. Think about the meaning of these words and how the author of *A Christmas Carol* demonstrates Scrooge's transformation. Which synonym for transformation best fits the story?

Some synonyms for transformation include: revolution, alteration, renewal, metamorphosis.

Many synonyms for transformation do not fit this story – Scrooge is changing in his heart. This change has a positive charge, so your student may indicate words such as metamorphosis or renewal best fit Scrooge's change.

To continue thinking about the language the author uses to show Scrooge's transformation, go to the Language and Development section of your textbook and find the Concept Vocabulary activities.

Now, complete the Concept Vocabulary Why These Words? and Practice activities for these paragraphs in your ELA Journal.
CONCEPT VOCABULARY POSSIBLE ANSWERS

Why These Words?

1. The concept vocabulary helps sharpen the reader’s understanding of how Scrooge changes because these words can change and the effects of people changing.

2. lesson (Scene 1, paragraph 24; Scene 4, paragraphs 116 and 161)
   profit (Scene 1, paragraph 24)

Practice

1. Two people on parallel paths in their lives are a doctor and a veterinarian; People who experience an unexpected act of kindness might be altered and decide to do something they’ve never previously done; I would like to strive to tease my brother less; A fear of dogs might be dispelled by getting to know one dog really well; An earnest person is serious about what he or she says, an insincere person is not; Someone who is infinitely generous would always help others.

2. Two people on similar paths in their lives are a doctor and a veterinarian; People who experience an unexpected act of kindness might be transformed and decide to do something they’ve never previously done; I would like to try to tease my brother less; A fear of dogs might be eliminated by getting to know one dog really well; A sincere person is serious about what he or she says, an insincere person is not. Someone who is always generous would always help others; the replacement words do not change the sentences that much and might have only a slightly different meaning.

Review your answers. How did it feel to use synonyms to write new sentences? If you had difficulty rewriting the sentences, take a few moments to review additional synonyms.

In this part of the lesson you took a deep dive into vocabulary that highlights transformation to help you better understand the transformation that occurred with Scrooge. Over the next few lessons, you will analyze sections of A Christmas Carol: Scrooge and Marley, Act II to better understand the turning point in Ebenezer Scrooge's life and its impact on him and the other characters in the text.

Rate Your Understanding

Please go online to view and submit this assessment.
**LEARN**

Have you ever looked for the ketchup in the refrigerator and couldn't find it? Then, when you looked again, you saw that it was right in front of you the whole time. Rereading the text allows you to revisit messages in the text, think about them differently and see details and features in the text that you may not have noticed during the First Read.

In this part of the lesson, you will reread the text and complete a close read of several paragraphs in the text. While reading, apply your understanding of the vocabulary in the play and jot down your observations. You will focus on the following sections of the text:

**Scene 2**
- Paragraphs 5–6
- Paragraph 11 – Find details in the text that suggest what the Spirit wants Scrooge to learn. What can you infer from these details? Why are these details important to the text?

**Scene 3**
- Paragraph 44
- Paragraphs 62–71

Complete these **Close Read** activities for these paragraphs in your ELA Journal. If you have a printed textbook, these activities are in the margins of your text in myPerspectives Unit 3: Turning Points, Whole-Class Learning. If you are using the digital textbook, these activities are located in the **Making Meaning** section.
TEACHING NOTES

Remind your student to look for details in paragraphs 5–6 that describe the setting. Your student will focus on pauses and the sound effect in paragraph 44. In paragraphs 62–72, tell your student to focus on the characters, and how Mrs. Cratchit’s attitude toward Scrooge.

POSSIBLE RESPONSES

Paragraphs 5-6

The playwright chose these details to show Scrooge how the poor people are working hard, even at Christmas time, and are singing instead of complaining. This information helps the reader understand that all of the characters who are much less fortunate than Scrooge accept their circumstances, whereas Scrooge himself has so much but has done nothing but act miserly and nasty to other people.

Paragraph 11

The Spirit wants Scrooge to learn that people can be happy even if they don't have money. The Spirit will show Scrooge other examples of people being happy without money in hopes that Scrooge will learn that money isn’t the most important thing in the world.

Paragraph 44

Pauses make Cratchit seem more thoughtful, creating a somber mood. The sound effect helps the audience understand Cratchit’s final words, “one would never know,” meaning that Tim is growing weaker, not stronger. Cratchit is worried and doubtful about Tim’s condition for the future.

Paragraphs 62-71

The playwright chose to show this contrast because some people are not as forgiving as others, and Scrooge’s past actions are not easily forgivable. This contrast reveals that Bob Cratchit is probably so surprised to see a caring side of Scrooge that he is willing to treat him with extra kindness. Mrs. Cratchit, on the other hand, knows her husband has been treated poorly for so long that she does not share his enthusiasm for toasting Scrooge.

FLUENCY

READING WITH PHRASING

Great readers read with phrasing. Phrasing means grouping words together into units. When readers read word-for-word, without phrasing, they sound like robots, which is not fluent reading.

Rules for reading with phrasing:

1. Phrases will typically be two or three words but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark.
3. Always end phrases when you see a comma.
4. Phrases will always start or stop at the beginning or end of quotation marks.
Go to your e-text of *A Christmas Carol: Act II* and click on the audio to listen to a person read part of the play.
While you listen, follow along with the text below.

Notice how the reader scoops words together into phrases instead of reading them robotically. The reader also uses the punctuation to help guide his phrasing. After you listen to the text being read aloud, practice reading the paragraph on your own using the rules of phrasing. Use the bold text to help you practice phrasing.

Marley: Hear this *snoring* Scrooge! Sleeping to escape the nightmare that is his waking day. What shall I bring to him now? I'm afraid nothing *would astonish* old Scrooge now. Not after what *he's seen.* Not a baby boy, *not a rhinoceros,* nor anything in between *would astonish* Ebenezer Scrooge just now. I can think of *nothing . . .* [Suddenly] *that's it!* Nothing! *[He speaks confidentially,]* I'll have the clock strike one and, when he awakes *expecting my second messenger,* there will be no one . . . *nothing.* Then I'll have the *bell* strike twelve. And then *one again . . .* and then nothing. *Nothing . . .* [Laughs] *nothing will . . .* astonish him. I *think it will work.*

Take a look at the Fluency Rubric. Reading with phrasing is the third thing that great readers do to read fluently. Read over what you need to do to be proficient in reading in phrases. How do you think you did when reading the sentences?

Now let's practice rereading paragraphs 3—10 of *A Christmas Carol: Act II* one time through, using the rules of phrasing.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Also think about your phrasing on the page.

1. Did you read in phrases of two or three words?
2. Did you pause for commas or at the end of sentences?
3. Did you use any parentheses to help you read in phrases?

Your Learning Guide will record you reading the paragraphs 3—10 two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

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### TEACHING NOTES

Discuss with your student how reading with phrasing helps with reading fluency because it helps readers make meaning of the text.

Go to the e-text of *A Christmas Carol: Act II* and click on the audio to listen to a person read paragraphs 3—10. Listen from 1:24 – 2:26.

Listen to your student practice reading the sentences. Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the third section about reading with phrasing.

Go to *A Christmas Carol: Act II* and have your student read paragraphs 3—10 one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected or chunked tricky words. Praise your student if he or she read in phrases. Help your student answer the questions.

Record your student reading the text two more times. Use the camera/video function on your phone or download a free voice recording app.
After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the better his or her phrasing became. Look over the rubric and discuss how your student did.

If your student is continuing to struggle with phrasing, model reading the text with phrasing for your student line-by-line and have your student echo it back to you. You can also use the text-to-speech feature of your e-text, located below the title, by pausing at intervals and having your student read section by section.

Take a moment to review your answers. Remember that close reading is an opportunity for you to revisit the messages in the text and identify details that you may not have noticed the first time you read the text. Good readers understand that reading a play is a form of entertainment. Understanding the nuances of the story helps you form opinions about the characters, root for them or against them, and appreciate or dislike their actions.

Quick Check

Please go online to view and submit this assessment.

More to Explore

Dialogue is a powerful tool that authors can use to shape their characters. Characters may possess many character traits and have many sides to them, just like real people. To think about how dialogue can reveal many aspects of a character, watch the first 2:30 of the video How Dialogue Reveals Aspects of a Character (10:00).

The example in the video is about how a character might have anger issues or be hiding a secret, causing them to act in anger. After you watch the video, think about the dialogue in Scene 3 of A Christmas Carol, Act II, and how this dialogue shapes your deep understanding of the Cratchit family.

Vocabulary

Figures of Speech: Biblical Allusions

You have learned about literary allusions. An allusion is a literary device that references another object outside of that particular work of literature. The object can be a real or fictional person, event, quote, or other work of artistic expression. Allusions can add emotion or significance to a passage by making the reader think about their associations unrelated to the text itself.

Review this video about different types of allusions. This time, you will focus on biblical allusions. Biblical allusions are similar to literary allusions, but instead of referencing a character from another story, the author references a character from the Bible.
Look at this example from everyday life: you may have heard the term “forbidden fruit.” People often use this term to describe someone or something that you are not allowed to have. This is a biblical allusion because it refers to the fruit that Adam and Eve were not allowed to eat in the Garden of Eden. This is a story from the Bible in the book of Genesis.

There are biblical allusions in A Christmas Carol. You have read the play A Christmas Carol, and now you will look at the novel to identify a biblical allusion. Reread the following paragraph from Stave One (chapter one) of the novel.

"Business!" cried the Ghost, wringing its hands again. "Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were all my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business!"

It held up its chain at arm's length, as if that were the cause of all its unavailing grief, and flung it heavily upon the ground again.

"At this time of the rolling year," the spectre said, "I suffer most. Why did I walk through crowds of fellow-beings with my eyes turned down, and never raise them to that blessed Star which led the Wise Men to a poor abode? Were there no poor homes to which its light would have conducted me?"

Identify the biblical allusion in the passage, and explain it in your own words in your ELA Journal.

TEACHING NOTES

Review this video about different types of allusions. Help your student focus on biblical allusions. Biblical allusions are similar to literary allusions, but instead of referencing a character from another story, the author references a character from the Bible.

Help your student read the passage from A Christmas Carol. Ask your student how this passage may be connected to the Christmas story in the Bible. Your student should identify that the author is making an allusion to the story of Jesus’ birth. According to the Bible, the Wise Men followed a star to find Jesus and bring him gifts.

In the passage, Marley said, “Why did I walk through crowds of fellow-beings with my eyes turned down, and never raise them to that blessed Star which led the Wise Men to a poor abode?”

This biblical allusion means that Marley regrets being single-minded and only concerned with wealth. He regrets not focusing on religion. He wishes he had been a generous person.

During the next lesson, you will continue a close read of the text and develop a deeper understanding of the characters and what makes them act the way they do in the play.
A Christmas Carol: Act II - Part 4

**Objectives**
- To analyze the impact of stage directions and structure on a dramatic script
- To analyze how a character is shaped by the plot of a play

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Computer
- A Christmas Carol: Scrooge and Marley, Act II, by Israel Horovitz
- Article: "How Hurricane Katrina Led One Teen to Howard University and Beyond" by Taylor Lewis

**Assignments**
- Read "How Hurricane Katrina Led One Teen to Howard University and Beyond."
- Complete first read of A Christmas Carol: Scrooge and Marley, Act II.
- Complete Comprehension Check.
- Complete Concept Vocabulary.
- Complete Close Read of A Christmas Carol: Scrooge and Marley, Act II, Scene 1.
- Complete Photo Game.
- Complete Idiom Game.
- Complete Analyze the Text.
- Complete Analyze Craft and Structure.
- Complete Conventions Language Development activity.

**LEARN**

In this part of the lesson, you will continue your rereading of *A Christmas Carol: Scrooge and Marley, Act II* in *myPerspectives* Unit 3: Turning Points, Whole-Class Learning. Before you begin reading, think about the pictures included in your text. How do the pictures for Act I differ from the pictures for Act II? How do the details in the pictures reveal Scrooge's character? Jot some ideas in your ELA Journal.

**TEACHING NOTES**

The pictures in Act II show Scrooge smiling and connecting with other characters, such as Tiny Tim, which demonstrates the transformation of his character. There are also pictures of Scrooge on his knees, showing his interaction with the ghosts causing this change. These differ from the pictures in Act I, which depict Scrooge as his miserly character. The comparison of these pictures illustrate Scrooge's change.

**INTERACTIVE ACTIVITY**

Have you ever had an "aha" moment when you found a new detail in an image? Take a minute to spot the differences in the images in the Photo Game.

In a moment, you will reread the text and complete a close read of several paragraphs in the text. While reading, apply your understanding of the vocabulary in the play and jot down your observations of the text. Think about how rereading the text can help you create a complete picture of the story and the characters in *A Christmas Carol: Scrooge and Marley, Act II*. You will focus on the following sections of the text:
Scene 4

- Paragraphs 43–48
- Paragraph 75
- Paragraphs 111–114
- Paragraphs 123–136

Now, complete the Close Read activities for these paragraphs in your ELA Journal. If you have a printed textbook, these activities are in the margins of your text. If you are using the digital textbook, these activities are located in the Making Meaning section.

TEACHING NOTES

As your student reads paragraphs 43–48, remind him or her to focus on repeated words and phrases in the text. If your student has difficulty annotating line/paragraph 75, you may prompt him or her to notice that words can be emphasized by how they are printed on the page. Note that your student will be looking for sounds in paragraphs 111–114. As your student explores the last set of paragraphs, have him or her focus on conversation between the characters and the words they use to identify each other.

POSSIBLE RESPONSES

Paragraphs 43-48

The Ghost of Christmas Present repeats these words and phrases over and over to remind Scrooge of how he suggested the poor go to prisons or workhouses instead of helping find warmth and shelter on Christmas. This repetition has a strong effect of making Scrooge feel scared and probably guilty of his earlier disregard for the poor. Scrooge tries to talk to the Spirit and the only reply he receives is the repeated words.

Paragraph 75

The playwright chose to emphasize this word to capture the way the woman is speaking at the moment. They all know who “he” refers to, and emphasizing this word suggests that the woman has certain feelings about him. The emphasis on this word adds a note of emotion to what the woman is saying. Emphasizing this word reveals that the First Woman’s attitude is not positive. This reveals that woman didn’t like “him” very much.

Paragraphs 111-114

The author chose to use sounds to show how upset Scrooge is in this part of the play. These sounds have an emotional effect. Scrooge is so upset that he can’t express himself in words. Instead, he resorts to a loud moan that conveys how unsettled he is by what he’s seeing here.

Paragraphs 123-136

The playwright chose to use “he” in place of Tiny Tim only once, maybe because the family is so sad they can’t say his name. Mrs. Cratchit says “his father” instead of “your father” to her children probably because she is thinking so much about Tiny Tim. That Bob Cratchit calls his family “wife” and “children” makes it seem that he is distant from them, and exclaims “My little, little child!” in referring to Tiny Tim. These terms help the reader to understand that Tiny Tim is the focus of the conversation between Bob Cratchit and his family.
Take a moment to review your answers. Are you finding it easier to annotate as you read? In this part of the lesson, you continued analyzing the text to identify the techniques the author used to create connections to the characters and develop an understanding of their actions.

Next, you will continue your close read of Act II to further analyze the events that created a turning point in Ebenezer Scrooge's life.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you conducted a close read of the text to gather a better understanding of the messages the author is sharing with the reader. Now, you will continue your close read of the text.

Good readers know the benefits of close reading the text. Close reading the text allows you to:

- Find meaning beyond the literal meaning of the text.
- Find words or details you missed the first time.
- Examine the author’s craft and choices.
- Make sense of difficult sections.

Now, you will complete a close read of several paragraphs in the text. While reading, apply your understanding of the vocabulary in the play and jot down your observations of the text. You will focus on the following sections of the text:

**Scene 5**

- Paragraph 5 – Find details in the text that indicate that Scrooge has been affected by his experience with the Spirits. What do these details tell you as a reader? Why might the playwright have included these details?
- Paragraphs 12–22
- Paragraphs 49–56
- Paragraph 78 – Find details that show Scrooge's transformation is going beyond him being a nicer employer. What do these details tell you about Scrooge's transformation? Why are these details important to the text?
Now, complete the Close Read activities for these paragraphs in your ELA Journal. If you have a printed textbook, these activities are in the margins of your text in myPerspectives Unit 3: Turning Points, Whole-Class Learning. If you are using the digital textbook, these activities are located in the Making Meaning section.

POSSIBLE RESPONSES

Paragraph 5

These details tell the reader that Scrooge intends to act differently from now on. These details indicate that Scrooge intends to be different. When Scrooge was with the Ghost of Christmas Future, it was suggested that he could change future events if he became a better person. Here he is saying that those shadows can now be dispelled (driven away, or changed), indicating that he will behave differently to make that happen. Point out that this is not directly stated but it is strongly suggested. The playwright could have had Scrooge say, “I will change,” but saying it this way is subtler and adds texture to the play.

Paragraphs 12–22

These words show that Scrooge is very kind and encouraging toward Adam and trusts Adam to go buy the turkey. Scrooge is starting to realize how happy he feels when he is kind and generous toward others. He even shows a little bit of humor when he tells Adam how much money he’ll receive if he’s quick to bring back the turkey.

Paragraphs 49–56

The playwright included these details to show the Portly Man’s surprise at Scrooge’s kind words and offer of repayment and to show the Portly Man’s excited and happy reaction during their conversation. The Portly Man’s reaction shows that Scrooge’s character has changed a lot for the better. It seems that Scrooge is starting to get used to being kind and that he might be a changed man. He is enjoying making people happy.

Paragraph 78

Scrooge is determined to do everything he can to lead a better life. These details show how much Scrooge has changed and indicates the kind of person he plans to be from now on.

MULTIPLE-MEANING WORDS

Take a minute to review your answers. As a good reader, you are learning to analyze the text and the words that make up the text from multiple perspectives.

Let’s reflect on one more writing technique that is designed to create a mental image of the text. Idioms are used by the author in Act II of the play to create a mental image of the text. An idiom is an expression whose meaning is not predictable from the usual meaning. For example, to kick the bucket means to die.

The phrase “three minutes flat” (paragraph 28) is a way of saying “in exactly three minutes.” As it’s
used here, *flat* is an adjective that means “exact.”

The word flat has multiple meanings. It can also mean:

- “lying at full length or spread out on the ground” (He was flat on his back.)
- “having a smooth or even surface” (The ocean was flat.)
- “lacking bubbles or sparkle” (The soda was flat.)

**INTERACTIVE ACTIVITY**

Do you think you have the hang of idioms? Wait, “getting the hang of something” is an idiom! It means learning how to do something. Review and practice your understanding of idioms by playing the [Idiom Game](#). How did you do? Do you have the hang of idioms?

As you complete each part of this lesson, you are building your skills as a good reader. You have already analyzed character’s reactions and attitudes towards each other. These reactions and attitudes were used to identify conflicts and show the cause and effect of behaviors. Next, you will analyze the text to develop a deeper understanding of life changing events and the impact of turning points.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
### A Christmas Carol: Act II - Part 6

#### Objectives
- To analyze the impact of stage directions and structure on a dramatic script
- To analyze how a character is shaped by the plot of a play

#### Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- A Christmas Carol: Scrooge and Marley, Act II, by Israel Horovitz
- Article: "How Hurricane Katrina Led One Teen to Howard University and Beyond" by Taylor Lewis

#### Assignments
- Read "How Hurricane Katrina Led One Teen to Howard University and Beyond."
- Complete first read of A Christmas Carol: Scrooge and Marley, Act II.
- Complete Comprehension Check.
- Complete Concept Vocabulary.
- Complete Close Read of A Christmas Carol: Scrooge and Marley, Act II, Scene 1.
- Complete Photo Game.
- Complete Idiom Game.
- Complete Analyze the Text.
- Complete Analyze Craft and Structure.
- Complete Conventions Language Development activity.

### LEARN

You have completed your close read of *A Christmas Carol: Scrooge and Marley, Act II* in *myPerspectives* Unit 3: Turning Points, Whole-Class Learning. Has your opinion of Ebenezer Scrooge changed from your first read of the play? In this part of the lesson, you will complete the **Analyze the Text** activities to demonstrate your understanding of the characters and the motives behind their actions.

This is an opportunity to show how you have grown as a reader and your ability to understand a main character whose views, personality and actions changed dramatically throughout the text.

### ANOTHER WAY

#### WRITING ABOUT THE PLOT AND CHARACTERS IN A CHRISTMAS CAROL

You have been asked to analyze *A Christmas Carol*. To help you do this, you can use a graphic organizer. You will be using a **Story Sequence Chart**. Think back over all of *A Christmas Carol* and review the text as necessary to complete the chart, which will help you as you analyze the story further.

### TEACHING NOTES

Your student has been asked to complete a **Story Sequence Chart** before analyzing *A Christmas Carol*. The chart will help your student to consider all the major characters and events in the play. Your student will need to consider what the major problem in the story is, how the problem is resolved, and what the main events are.
Now, go to the **Making Meaning** section of your textbook and complete the **Analyze the Text** activities in your ELA Journal. Be sure to provide text evidence for each of your answers. For questions 2 and 3, write a few paragraphs for each question to fully develop your ideas.

### TEACHING NOTES

**ANALYZE THE TEXT POSSIBLE RESPONSES**

1. (a) Scrooge is happy at the end of the play because he realizes what it feels like to be kind to others and receive kindness in return.
   (b) I think Scrooge will live up to his promise very well. He was transformed into a new person by the end of the play.
   (c) Marley talks about Scrooge at the end of the play and explains how Scrooge became a good man and acted on his word.
2. Yes, I think they do the right thing by forgiving Scrooge immediately. They are setting an example by being good people and also showing trust that some people can truly change for the better when given the chance.
3. Responses will vary. Your student may conclude that learning to face an unpleasant future can cause a sudden change in someone’s life.

### FLUENCY

**READING WITH EXPRESSION AND PHRASING**

Great readers *read with expression and read with phrasing*. Expression means making your voice match the mood and feeling of the words. Phrasing means grouping words together into units of meaning. When readers read word-by-word, without phrasing, they sound like robots, which is not fluent reading.

While reading *A Christmas Carol: Act I*, you practiced using your storytelling voice to read with expression and then used the rules of phrasing while reading *A Christmas Carol: Act II*. Now, you are going to put both of these skills together to help you read fluently.

**Some rules to follow when reading with expression and phrasing are:**

1. Phrases will typically be two or three words but can be shorter or longer.
2. Always end phrases when you see an ending punctuation mark. Raise your voice at the end of a question; sound excited when reading an exclamatory sentence.
3. Always end phrases when you see a comma.
4. Phrases will always start or stop at the beginning or end of quotation marks.
5. Change your tone of voice when reading dialogue.
6. Think about what is happening in the story and how the character feels.
7. Raise or lower your voice for text size, italics, or bold print.
8. Emphasize important vocabulary words.
Go to your e-text and listen to Scene 3 paragraphs 2—18 of *A Christmas Carol: Act II* being read aloud in the audio. Listen to how the reader reads with expression using a storytelling voice and reads with phrasing. Notice how the reader uses the rules of reading with expression and phrasing while reading aloud.

Take a look at the Fluency Rubric and look over the sections on reading with expression and reading with phrasing.

Let’s practice rereading Scene 3, paragraphs 2—18 in *A Christmas Carol: Act II* one time through using the rules of expression and phrasing.

After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Think about your expression and phrasing on the page.

- Did you think what is happening in the text and how the characters were feeling?
- Did you change your tone of voice and expression based on this?
- Did you use your storytelling voice?
- Did you read in phrases of two or three words, paying attention to the punctuation?

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.

### Teaching Notes

Discuss with your student how reading with expression and phrasing helps with reading fluency because it helps readers make meaning of the text.

Listen to the audio in the e-text of *A Christmas Carol: Act II*, Scene 3, paragraphs 2—18 from 9:37 to 10:54.

Show your student the Fluency Rubric and discuss what fluent reading should sound like. Focus on the sections about reading with expression and reading with phrasing.

Your student will read Scene 3, paragraphs 2—18 one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression using an explaining voice. Praise your student if he or she read in phrases. Help your student answer the questions.

Now record your student reading the text two more times. Use the camera/video function on your phone or download a free voice recording app.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Discuss whether your student continued to read with phrasing in a way that supported the meaning of the words together. Look over the rubric and discuss how your student did.

If your student is continuing to struggle with phrasing, model reading the text with phrasing for your student line-by-line and have your student echo it back to you. You can also use the text-to-speech feature of your e-text, located below the title, by pausing at intervals and having your student read section by section.
Take a minute to review and reflect on your answers and your understanding Ebenezer Scrooge and the characters in the play. Do you see how events can cause a turning point in a person's life? Was there a cause and effect relationship between the ghosts visiting Ebenezer Scrooge and his change in personality? Was there a cause and effect relationship between Mr. Scrooge's personality and the lives of the other characters in the play? You may jot your thoughts down in your ELA Journal.

In this part of the lesson, you analyzed the impact of turning points on characters in the play. Next, you will evaluate the unique ways an author can structure the text to convey meaning.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In this part of the lesson, you will analyze sentence structure and the structure of the play. As you read, you will explore how these structures impact understanding by the reader. Before you begin your analysis, you will put on the hat of author and create your own dialogue. By writing your own dialogue, you can see the choices playwrights face when writing a script.

First, decide on these elements of your dialogue:
- Identify two famous people
- Identify a city
- Identify a location in that city
- Identify a season
- Identify the time of day
- Identify why the two celebrities are meeting

Now, write the dialogue between two characters that would express the elements you chose. The dialogue should show an event happening. In your dialogue, use stage directions to help convey meaning. Now create a dialogue between the two people.

POSSIBLE RESPONSES
Responses will vary
- Rihanna and the President
- Washington, DC
- A restaurant
- Winter
- 7:00 a.m.
- To tell a secret
'Hello.'
She gave a start, surprised. 'Is it really you? I can't believe it's been so long!'
'Sorry I've been a little busy,' he said, smiling.
"So, Mr. President, what's up?" Rihanna's attempted smile never reached her deep brown eyes. She tugged on her ear nervously.
The President considered her nervousness for a moment then heaved a heavy sigh. "I have classified information for you!"
(sigh, description of a sound)
'Well, don't beat around the bush, I have a photoshoot in 20 minutes and YOU have a country to run.'
(beat around the bush is an idiom)

Did you use stage directions to help the actors understand how to deliver your dialogue? Writing dialogue takes practice in order to create a natural flow to the conversation. Because dialogue in a play is spoken by live people, playwrights use stage direction to make sure dialogue is natural and moves the story forward.

In a moment, you will analyze the impact of stage directions on a play.

Stage directions are an opportunity for a playwright to show instead of tell. For example, instead of having a character say, "I'm angry," the playwright can write a stage direction having that character slamming his fist on a table.

As you analyze stage directions, think about how the author incorporates this technique into the play and how it helps you create a clear picture of the interaction between the characters.

Now, complete the Analyze Craft and Structure activities in the Making Meaning section of your textbook, myPerspectives Unit 3: Turning Points, Whole-Class Learning.

TEACHING NOTES

ANALYZE CRAFT AND STRUCTURE POSSIBLE RESPONSES

Use the chart to analyze the playwright's use of stage directions in Act II of A Christmas Carol: Scrooge and Marley. In the center column, identify key details that are important to understanding the stage direction; for example, the actors involved or the types of sound effects. In the right column, summarize what you learn from the stage direction; for example, how the characters feel or move.

<table>
<thead>
<tr>
<th>Stage Direction</th>
<th>Key Details</th>
<th>What You Learn From It</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Lights. Choral music is sing....the audience directly.] (Scene 1, paragraph 1)</td>
<td>a. Scrooge is in bed. Marley shoots fire from his hand. Marley appears in one place and then, instantly, in another.</td>
<td>b. Marley has magical powers. He is about to interact with Scrooge.</td>
</tr>
</tbody>
</table>
**Stage Direction** | **Key Details** | **What You Learn From It**
--- | --- | ---
[Church bells toll...are alone again.] (Scene 2, paragraph 19) | c. Chorus is on stage, church bells ring, and shop doors close. They disappear, leaving Scrooge and Marley on stage. | d. Stores are closing for the holiday.

[Jacob Marley laughs... They laugh, anxious.] (Scene 4, paragraph 71) | e. Marley disappears. Future shows Scrooge scoundrels and then a group rushes on stage, frightened by an old man. | f. Scrooge faces his future alone, and it is scary.

---

**ANOTHER WAY**

**ANALYZING STAGE DIRECTIONS**

If it is challenging to figure out what you learn from the stage directions, you can practice identifying the kinds of information that stage directions provide.

Go back to the text and highlight stage directions that show the following things. Use a different color highlighter for each.

- What a character looks like
- An action a character does
- What the setting looks like
- A theatrical effect, like sound or lighting

After you take a look at information you can get from stage directions, go back to the chart and fill in the details about what you learn from the stage directions.

**TEACHING NOTES**

If your student is struggling to figure out what he or she learns from the stage directions, encourage him or her to practice identifying what kinds of information stage directions provide. Have your student use a different color to highlight each example. Your student can do this by using the cursor to highlight text and then selecting “Highlight” and then a color in the pop-up.

Your student might highlight the following:

- What a character looks like: Present is wearing a simple green robe. (paragraph 18)
- An action a character does: Marley laughs and disappears. (paragraph 9)
- What the setting looks like: The walls around the room are now covered in greenery, as well. (paragraph 18)
- A theatrical effect, like sound or lighting: There is a thunder clap, and then another; a lightning flash, and then another. (paragraph 1)
Take a minute to review your answers. If you had difficulty with this activity, reread Act II, Scene 2, lines 1–15, and then:

- Identify the stage directions in these lines. How did you recognize that these are stage directions?

If you would like additional practice to fine-tune your skills as a writer, reread Act II, Scene 2, lines 1–15, and then:

- Identify one stage direction that gives information about a character’s action, and another one that gives information about the setting or the scene.
- Write a stage direction explaining what happens in Scene II

Jot your responses down in your ELA Journal.

Next, you will analyze the impact of sentence structure on the text. Sentence structure impacts the flow of the dialogue between the characters. Go to the Language Development section and find the Conventions activities. Complete the Conventions activities in your ELA Journal now.

### TEACHING NOTES

#### CONVENTIONS POSSIBLE RESPONSES

**Read It**

1. compound – He has the oddest ideas sometimes (independent), but he seems all the while to be growing stronger and more hearty (independent)
2. complex – Tonight, if you have aught to teach me (dependent), let me profit by it (dependent).
3. compound – The lights shift color again (independent), the scrim flies away (independent), and we are in the interior of the Cratchit family home (independent)
4. compound-complex – I’ll have the clock strike one (independent) and, when he awakes expecting my second messenger (dependent), there will be no one (dependent)

**Write It**

1. simple: Karen was surprised by the high number of people at the drama club auditions.
2. compound: People went on stage to audition one at a time, and everyone was given five minutes.
3. complex: Russell wanted the lead part, which he was convinced he could do well.
4. compound-complex: Janet had rehearsed for days and, wanting to show her range of talent, she had chosen a scene in which she played two characters.

### GRAMMAR

#### COMPOUND-COMPLEX SENTENCES

**Step 1**

You have been reading to analyze the structure of a play. One element of structure is sentence variety. An author or playwright varies sentence types to add interest to his or her writing and to show relationships between ideas. You can think about how the playwright chooses a sentence type to signal relationships between ideas.
Read this sentence from *A Christmas Carol*.

If one were to judge from the numbers of people on their way to friendly gatherings, one might think that no one was left at home to give anyone welcome . . . but that's not the case, is it?

Now answer this question: What does this sentence mean?

**Step 2**

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

**Step 3**

Your Learning Guide has divided this sentence into chunks. Can you divide the chunks into clauses? Remember, a clause is a sentence element that contains a subject and a verb.

Look at the clauses you divided. How many do you have? Are they dependent or independent? How do you know? Describe the conjunctions that join the clauses.

Think about the kinds of clauses in the sentence. What sentence type is this?

A compound-complex sentence consists of two or more independent clauses and one or more dependent clauses. When the playwright uses independent and dependent clauses together, he shows specific relationships among the clauses. The author can show relationships among three or more related ideas using a compound-complex sentence.

What specific relationships does today’s sentence show? How do you know?

When an author wants to make a relationship among ideas very clear, he or she can select a sentence type to support that relationship. In this sentence, the playwright wanted to show that someone might make a judgment based on what he or she observes on the street, but that the judgment would be wrong. The way the author crafts the sentence using conjunctions very clearly shows this relationship among ideas. Combining three clauses in this way helps the playwright express three related ideas.

When you read, you can pay attention to the sentence types an author chooses. You know sentence types add variety to a text. They also can be used to signal relationships between and among ideas. This is an important part of an author’s craft.

Put the sentence back together and read it. How does the structure of this sentence help you understand the ideas in the sentence?

**Step 4**

You thought about how an author can use compound-complex sentences to signal relationships between ideas. The use of different sentence types is an important part of the author’s craft. When you write, you can think about your own craft as an author. You can use compound-complex sentences to signal how multiple ideas are related.

Read these sets of sentences. You might notice that the relationships among the sentences in each pair is not clear. Can you use the ideas in each set to write a compound-complex sentence showing relationships among the ideas? You can change the words in the sentences as you combine them, as long as the ideas in each clause remain the same.

- Scrooge followed the Ghost of Christmas Present through the streets. He observed happy families on their way to parties. He remained sour toward the holiday.
- Scrooge’s nephew and his guests play a game. They make fun of Scrooge’s mean ways. Scrooge feels hurt when he sees this.
Talk to your Learning Guide about at least one of your new sentences. What relationships does the sentence construction signal?

Look again at the sentence sets and your revisions. Why are your sentences stronger?

### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- If one
- were to judge
- from the numbers
- of people
- on their way
- to friendly gatherings,
- one might think
- that no one was left
- at home
- to give anyone welcome . . .
- but
- that's not
- the case,
- is it?

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. *Possible answer:* It means that someone might think all the houses are empty since everyone is out on their way to parties, but the houses aren't empty.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase "of people" shows a relationship between numbers and people. The object of the preposition is people. The phrase tells what makes up the numbers.
- The playwright uses an ellipsis to show a pause in the character's speaking. I think this is important because the play is written to be acted out, and this shows the actor how to say the line.

Your student may make more or fewer observations. Respond to your student's observations as he or she makes them.
If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about the prepositional phrase you see. What is the object of the preposition? What is the function of the prepositional phrase?
- What do you notice about the punctuation in this sentence? Why do you think it's important?

**Step 3**

Your student should divide the sentence like this:

**Dependent**
- If one
- were to judge
- from the numbers
- of people
- on their way
- to friendly gatherings,

**Independent**
- one might think
- that no one was left
- at home
- to give anyone welcome . . .

**Independent**
- that’s not
- the case,
- is it?

*Answer: The first clause is dependent. I know because it cannot stand on its own as a sentence. The second and third clauses are independent. I know because they can stand on their own as sentences. The first clause is joined to the sentence with a subordinating conjunction. The second and third clauses are joined with a coordinating conjunction.*

*Answer: compound-complex*

*Possible response: It shows under what conditions someone would think nobody is at home, and then it expresses an opposite idea. I know this because of the conjunctions *if* and *but.*

*Possible response: It helps me understand the flow of the ideas. Marley is expressing what Christmas time is like in the city. He is saying that even when you think nobody is home because everyone is out on the streets on their way to parties, there are still people at home waiting for guests. The playwright uses a compound-complex sentence to show the way three ideas about what’s happening go together.*

**Step 4**

If necessary, provide your student a list of subordinating conjunctions:

- after
- although
- as
- because
- before
• even though
• if
• since
• though
• unless
• until
• when
• whenever
• whereas
• wherever
• while

If necessary, provide your student a list of coordinating conjunctions:

• for
• and
• nor
• but
• or
• yet
• so

Your student might revise the sentences like this:

• As Scrooge followed the Ghost of Christmas Present through the streets, he observed happy families on their way to parties, but he remained sour toward the holiday.
• Scrooge's nephew and his guests make fun of Scrooge's mean ways when they play a game, and Scrooge feels hurt when he sees this.

Discuss with your student at least one of the sentences he or she wrote. For example, your student might say that the second sentence shows a time relationship and helps the reader understand that Scrooge is observing the families at the same time he is following the Ghost. It shows an opposite relationship and helps the reader think about how someone might be happy when they see the happy families. Scrooge has the opposite feelings.

Possible response: My sentences show clear relationships. The sets of sentences are very choppy and don't show how the ideas go together.

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

> If one were to judge from the numbers of people on their way to friendly gatherings, one might think that no one was left at home to give anyone welcome . . . but that's not the case, is it?

Then say, “This is a compound-complex sentence. It combines two independent clauses with a dependent clause. This sentence type is important because it gives the author a way to signal relationships among multiple ideas in a sentence. Compound-complex sentences give authors a way to be very specific about connections among ideas.”
Remind your student of the four sentence types:

- Simple
- Compound
- Complex
- Compound-Complex

If necessary, return to the Conventions section of the textbook and review the details about each sentence type.

Have your student read this sentence from the story:

The night is waning fast, and it is precious time to me.

Ask, "What sentence type is this? (compound) How do you know? (It is made by combining two independent clauses.) In this sentence, Scrooge is speaking to the Ghost of Future. The coordinating conjunction and shows addition. Scrooge is stating two observations that go together. Think about what Scrooge is saying in this sentence. How do you think he feels about being in the presence of this Phantom? Can you add a dependent clause to transform this sentence into a compound-complex sentence that shows a specific relationship?"

Your student might write something like this:

Although I am very frightened, the night is waning fast, and it is precious time to me.

If your student struggles to write the sentence, have him or her write a simple sentence about how Scrooge feels in this moment. Then have your student review the list of subordinating conjunctions from Part 4 and choose one to connect the new clause to the existing sentence.

Ask: "What relationship did you specify in your sentence?"

Possible response: It shows that Scrooge is scared but knows he has to go on to learn these lessons.

Ask: "What kind of sentence is it now?"

Possible response: compound-complex

Ask, "How does the type of sentence you choose impact the expression of your ideas?"

Possible response: A compound-complex sentence can show ideas among three or more ideas. I can't do this with other sentence types. This impacts the expression of my ideas because I can be very specific about the way my ideas are connected.

In this part of the lesson, you analyzed the impact of stage directions in a play. You also thought about the impact of sentence structure on dialogue. Both techniques can impact a reader’s understanding of the feelings and message of the characters. Next, you will compare the differences between a play and the film version of the text.
QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

To learn about the ways dialogue appears in writing, how to incorporate it into your writing and how to make it sound realistic, watch the BrainPOP movie: Dialogue (02:58).
You have thought about stage directions and how they impact the playwright’s delivery of the story. Stage directions are part of the structure of a play. Now, you will use your learning to answer the following prompt:

Write 2–3 paragraphs in which you explain how the stage directions enhance your reading, understanding, and enjoyment of the play. Use at least 2 quotes from the text to support your answer.

Remember, stage directions can help readers understand the characters and actions in a play. You may practice writing your response in your ELA Journal. As you are brainstorming ideas, think about additional questions that may help you identify details from the text to support your response:

- Did you find examples of stage directions in the play that enhance the reader’s understanding?
- Did you explain how those examples impact the reader’s understanding?
- Did you include concept vocabulary words as well as a variety of vivid descriptive words?

Now, you are going to write 2–3 paragraphs in which you explain how the stage directions enhance your reading understanding and enjoyment of the play. Use at least 2 quotes from the text to support your answer.

**USE FOR MASTERY**

Upload your answer below.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Make a reasonable claim about how the stage directions impact the reader's understanding?
- Include at least two specific examples from the text that identify stage directions that support the claim?
- Provide at least two pieces of evidence that analyze and connect to the claim?
LEARN ABOUT...

SCROOGE

You are going to be watching a video about the character Scrooge, the protagonist of *A Christmas Carol*. Before you do so, let's get some background knowledge!

Read this [article](#): “A Christmas Carol Facts for Kids,” to help you learn more about Scrooge’s character as well as the history of *A Christmas Carol*. The article contains illustrations. One illustration at the bottom of the article depicts Scrooge being visited by a ghost. This illustration can help you imagine what this character is like. You may use this strategy with other illustrations of fictional characters as well.

After you read this article, you will know more about Scrooge.

After you read, answer these questions about Scrooge:

1. *True or false:* Scrooge always spends Christmas with his family.
2. How does Scrooge change in *A Christmas Carol*?

TEACHING NOTES

Your student will read a background [article](#) about the character Scrooge. This will prepare your student for a later portion of the lesson, in which he or she will watch a video about Scrooge. Your student may use the illustration showing Scrooge in the article to help imagine what the character might be like. After reading this article, your student will know more about the character.
In the last part, you analyzed an element of structure in a play: stage directions. Now, you will compare a media version to the play, A Christmas Carol: Scrooge and Marley.

In A Christmas Carol: Scrooge and Marley, you read about a character who reaches a major turning point in his life. In this part of the lesson, you are going to complete a review and watch a scene from a film version of the same story. Think about how seeing a movie version of a story might be different from reading the story.

As you watch, think about situations where people have had turning points in their lives. Have you had any turning points in your life?

Before viewing the video, read the information in the Background section of your textbook. The Background section comes before the video and will give you additional information about the video.

Now watch part of the movie: Scrooge (09:36) and think about the following questions:
- What advantages are there to telling a story through film? What are the disadvantages?
- How are the film and play different?

After you have watched the video, complete the Comprehension Check in the Making Meaning section. Write your responses in your ELA Journal.

Note: This movie is incorrectly listed as A Christmas Carol in your textbook, myPerspectives Unit 3: Turning Points, Whole-Class Learning.

VOCABULARY
- screenplay
- performance
- director
- editing

TEACHING NOTES

Encourage your student to pay attention to how the screenplay, the actors’ performances, and editing are used to bring the story to life. It may be helpful to have your student note the time stamp of any scenes or moments they find especially powerful or important. This will allow him or her to easily find scenes to review again at a later time.
YOUR STUDENT should be jotting his or her ideas to the questions above while reading and noting important sections of text. He or she may do so in his or her ELA Journal.

If your student has difficulty focusing on the video, consider watching the video in short chunks and giving him or her time to jot down notes and discuss thoughts in between watching scenes.

ANOTHER WAY

WRITING TO COMPARE FILM AND PLAY

You have been asked to watch part of a movie called Scrooge and to compare the film to the play A Christmas Carol that you read in the last two lessons. To help you compare the two, you can use a graphic organizer. You will be using a Venn Diagram. On the left-hand side, write “Scrooge” as the subject; on the right-hand side, write “A Christmas Carol” as the subject. In each of the larger sections, you will write the differences between the two. In the middle section, write what the two have in common. For example, if you were using a Venn diagram to compare spiders and dogs, you would write under the topic “spiders” that spiders have eight legs and under “dogs” that dogs have four legs. In the middle, you could write similarities, such as that both dogs and spiders hunt prey. Use this Venn diagram to compare differences and similarities between the film and the play. This will help you answer the question, “How are the film and play different?”

TEACHING NOTES

Your student has been asked to complete a graphic organizer called a Venn diagram after watching part of a film called Scrooge to compare it to the play called A Christmas Carol that your student read in the last two lessons. Completing this Venn diagram will help your student write about how the film and play are different.

Did the images in the movie match up with the images you had in your mind after reading the play? In previous lessons you learned about stage directions and how they are used to convey meaning through directions to the actor. Do you think the actors followed the stage directions you learned about while reading the text?

Go to the Making Meaning section of your textbook and find the Comprehension Check activities. Think about the differences between the play and the movie. Write your responses in your ELA Journal. Remember to practice good writing skills and use the details to support your response. It may be helpful to note the time stamp, or when a certain scene occurs in the movie to support your response.

Now, complete the Comprehension Check activities for these paragraphs in your ELA Journal.
After you have completed all activities in the Comprehension Check, take a minute to review your answers. How did you do? If you had difficulty answering any of the questions, keep them in mind as you complete the next activity and then revisit your responses.

Now, go to the Making Meaning section of your textbook and complete the Analyze the Media activities in your ELA Journal.

In this part of the lesson, you compared a text and media version of the same story and analyzed the differences between the two. By analyzing a story in different formats, text and media, you can see first-hand how writing structure and techniques are utilized differently to present the same story to the reader and viewer.

Next, you will express this comparison in writing. You have already learned new writing techniques and how authors use text and sentence structure to convey meaning. You will have the opportunity to do the same!
In the last part of the lesson, you completed a close review of the movie, *Scrooge*. Now, you will compare the video to the play. As you prepare to write, think about how each version presents the same story and how the written play and film version are similar and different.

Your assignment will be to write a comparison-and-contrast essay in which you analyze the similarities and differences between the two adaptations. Describe the techniques unique to each medium and conclude your essay by explaining which adaptation you think is more effective.

Preplanning is an important part of writing. A good writer obtains background information and organizes his or her thoughts before writing. You will be analyzing the difference between the play and movie you watched about the life of Ebenezer Scrooge and the turning points in his life.

Go to the Effective Expression section of your textbook, *myPerspectives* Unit 3: Turning Points, Whole-Class Learning and find the Writing to Compare activities. To begin, complete the Writing to Compare: Planning and Prewriting activities in your ELA Journal.

**TEACHING NOTES**

Ask your student to refer to the chart as he or she analyzes characters, setting, and mood in the play and in the film. Have him or her consider the questions in the chart in order to compare techniques used from the same story in each medium.
PLANNING AND PREWRITING ACTIVITY POSSIBLE RESPONSES

1. I think the play allows the reader’s imagination to fill in details, because readers will have their own ideas about how the characters look, what the places look like, and what the mood of each scene is based on stage directions.
2. The film version for me is more effective because I can see the characters’ facial expressions, see how the characters interact with one another, and have a better picture of life as it was at that time. I also think that the emotions Scrooge experiences have more impact in the film than in the play.

Review your answers. Were you able to complete the prewriting and planning chart and identify the differences between the video and play? If you had blanks in your chart or areas that you weren’t sure about, take time to review the video and play to make sure you understand the differences between the formats of the same story.

Now you will create an outline in preparation for writing a draft of your essay. In previous parts of this lesson, you learned about the different models for organizing your thoughts in preparation for writing a comparison-and-contrast essay.

Here are some methods you can use to help you organize your thoughts for your essay:

I. Introduction Present the topic and identify the two sources you will compare and contrast.
II. Characters
   A. A Christmas Carol: Scrooge and Marley
   B. from Scrooge
III. Setting
   A. A Christmas Carol: Scrooge and Marley
   B. from Scrooge
IV. Mood
   A. A Christmas Carol: Scrooge and Marley
   B. from Scrooge
V. Conclusion Explain which version you think is more effective and why.

Go to the Effective Expression section of your textbook and find the Drafting activities.
Now, complete the Drafting: Complete and Outline activity in your ELA Journal.

TEACHING NOTES

Remind your student to include an evaluation in the final paragraph of his or her essay that explains whether he or she thinks the play or the film tells the story more effectively. He or she should include evidence from both the play and the film to support his or her evaluation.

Encourage your student to think about the words and terms he or she will use in their analysis of the play and the film. Remind him or her that their writing will be more effective if they use technical terms specific to the film and precise language that is more specific to the play.
VOCABULARY
COMMON GREEK AND LATIN ROOTS: BEL

You have already learned about root words, and you know that root words can give you clues about word meaning. Now you will learn another common root and practice using this root to determine the meaning of words in context.

The root “bel” has Latin origins and means war. This means that many words containing this root have to do with war or fighting. An example is rebel, which means “to fight against a government, ruler or rules.”

Practice using this root to determine the meaning of the underlined words in the following sentences. Use your knowledge of the root “bel” and sentence-level connections to guess the meaning. Write your words and definitions in your ELA Journal.

- The antebellum South was a difficult place for many people, because slavery had not yet been abolished.
- The president was terrified of a rebellion breaking out after the unpopular law was passed.
- The innocent man quickly became belligerent and began to fight back when police tried to arrest him.
- The two high school students were bellicose when they bumped into each other in the hall, but a teacher was able to break them apart before a fight occurred.

Add these new words to your word wall.

Your student should add these new words to the word wall. Encourage your student to use the words in writing and speaking.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>antebellum</td>
<td>Occurring before the Civil War</td>
</tr>
<tr>
<td>rebellion</td>
<td>An act of resistance to a government or ruler</td>
</tr>
<tr>
<td>belligerent</td>
<td>Hostile and aggressive</td>
</tr>
<tr>
<td>bellicose</td>
<td>Demonstrating aggression and willingness to fight</td>
</tr>
</tbody>
</table>

Your student should use his or her background knowledge, the root, and sentence-level connections to produce definitions similar to these.

TEACHING NOTES

Help your student read the sentences and use the context of the sentences to make a guess at the underlined words’ meaning. Ask your student:

- Have you heard this word before?
- Do you know any other parts of this word?
- Does this sound like any other words you know?
- What clues in the sentence can help you figure this out?

Your student should use his or her background knowledge, the root, and sentence-level connections to produce definitions similar to these.
In this part of the lesson, you organized your thoughts and identified supporting details to help you write your draft comparison-and-contrast essay. Next, you will write a draft of your essay.

✅ QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

To learn more about organizational strategies for writing, watch the BrainPOP movie: Prewriting: Organizing Your Thoughts (02:31).
Scrooge - Part 3

Objectives
- To compare a written drama with its filmed version
- To analyze the effects of a film version of a text
- To compose a draft comparison-and-contrast essay with effective organization of information

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- Scrooge

Assignments
- Complete a first review of an excerpt from the movie Scrooge.
- Complete Comprehension Check activity.
- Complete close review of an excerpt from the movie Scrooge.
- Complete Preplanning and Prewriting to support comparison-and-contrast essay.
- Complete outline for comparison-and-contrast essay.
- Complete comparison-and-contrast essay draft.
- Write an opinion piece about whether A Christmas Carol film or script is more successful

LEARN

Writing essays gives you an opportunity to demonstrate your understanding of your lessons. In the last part of this lesson, you organized your thoughts in preparation for writing your draft comparison-and-contrast-essay. So let's get to it!

In a moment you will begin writing your draft. As you begin writing, think about:
- Using precise language
- Including quotes and details to support your analysis
- Support your conclusion

Now, you are only going to write a first draft of your essay. You will not complete the entire writing process for this essay. However, after writing your draft, don't forget to reread your essay and revise it to make sure your ideas are clear.

INTERACTIVE ACTIVITY

If you would like to visualize how you are presenting your information, consider introducing a mind-mapping tool, such as this one. You can use these tools to connect your supporting ideas and text evidence to the key ideas of your essay. Visualizing this might help you better organize your writing.

TEACHING NOTES

If your student continues to have difficulty finding points of comparison or specific evidence to cite, then have him or her skim A Christmas Carol and rewatch the film excerpt from Scrooge for ideas.
Take a moment to review your draft. Are you feeling more comfortable writing comparison-and-contrast essays? As you continue to practice applying skills and strategies from previous lessons, you will continue to strengthen and expand your skills as a confident writer.

During the next lesson, you will continue exploring the impact of turning points in a person's life.

✔ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
You have thought deeply about the differences between the script of *A Christmas Carol* and the video production of that script. Now, you will use this thinking to complete the following prompt:

Write a paragraph in which you state and support an opinion about which is more successful: the film or the script of *A Christmas Carol*. Include an example from each source to support your opinion.

You may use the information from the draft of your compare-and-contrast essay you wrote earlier to develop your opinion. You may practice writing your response in your ELA Journal. As you are brainstorming ideas for your response, think about additional questions that may help you identify details from the text to support your response.

- Did you clearly state your opinion?
- Did you include details and examples from the play and video to support your opinion?
- Did you close with a strong conclusion?

This is your opportunity to prove your point or opinion and use details to demonstrate understanding and support your analysis of the text.

Now, you are going to write a paragraph in which you state and support an opinion about which is more successful: the film or the script of *A Christmas Carol*. Include an example from each source to support your opinion.

Upload your answer below.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Write a clear, reasonable claim supported by reasons?
- Include at least two pieces of evidence from the texts that support the claim?
- Analyze at least two pieces of evidence and provide reasons for their connection to the claim?
- Provide a concluding statement that supports the argument?
LEARN ABOUT...

LANGSTON HUGHES

You are going to read a short story by an author named Langston Hughes. Before you do so, let's get some background knowledge!

Read this article: "Langston Hughes," to help you learn more about this author. When you open the page, click "Read More" to see the article. This article is written in chronological order. That means that it tells the story of Langston Hughes' life in order, from beginning to end. Some articles are organized like this. After reading the article, you will know more about Langston Hughes' life.

After you read, answer these questions about Langston Hughes:

1. True or false: Everything that Langston Hughes wrote was totally fictional and not based on anything real.
2. How many books did Langston Hughes write?

TEACHING NOTES

Your student will be reading a background article about Langston Hughes. This will prepare your student for a later portion of the lesson, where your student will read a short story by this author. The article is organized chronologically, so it tells the story of Hughes' life from beginning to end. After reading this article, your student will know more about Langston Hughes.
Before, you drafted a comparison-and-contrast essay analyzing acts from the play A Christmas Carol and a clip from the movie Scrooge. Now, you will consider how a sudden turning point may change how a person chooses to live from that moment forward.

In this part of the lesson, you will read “Thank You, M’am,” by Langston Hughes, a story about a young boy who gets caught stealing and how that event changed his life. Before you begin reading, think about how you respond to people and how your response impacts their lives. Think about how the way people treat you has impacted your life.

Watch the Kid President video below: How to Change the World (a work in progress) (03:42) and think about what can cause a change in someone’s life.

Please go online to view this video

VOCABULARY
- permit
- contract
- release

Your student should indicate that the video states that when one person does something for the benefit of someone else, then there is a reaction which increases the change in the world.

Now, you are going to complete the first read of “Thank You, M'am” by Langston Hughes. Before you begin, read the information in the Background section of your textbook. The Background section comes before the text and will give you additional information about the reading.

As you read, think about passages that hint at each character's background and help explain each character’s motivations. Take time to mark passages that suggest a turning point or change in one or more of the character's attitudes.

Now read, Thank You, M'am in myPerspectives Unit 3: Turning Points, Small-Group Learning and think about the following questions:
- Why do people want what they want—even to the point of breaking the law?
- What causes a person's ideas about what is important to change?
Go to the **Making Meaning** section of your textbook and find the **Comprehension Check** activities. Think about the unexpected response Mrs. Jones had to Roger and the impact of her response on his life.

Now, complete the **Comprehension Check** activities in your ELA Journal.

**TEACHING NOTES**

**COMPREHENSION CHECK POSSIBLE RESPONSES**

1. Roger tries to steal Mrs. Jones’ purse.
2. He expects Mrs. Jones to take him to the police.
3. She takes him to her home, tells him to wash his face, feeds him some supper, gives him money to buy blue suede shoes; then she sends him home, warning him to behave.
4. Storyboards will vary but should depict the key events of the story: boy tries to steal woman’s purse; she drags him home; she tells him to wash his face; he considers running away but decides to stay; she feeds him and questions him about why he stole her purse; she gives him money for shoes; they say goodbye.

Did you imagine yourself as Roger as you read? Did this change your perspective or understanding of the text?

Now, you will analyze the vocabulary in the text and the impact of these words on enhancing meaning for the reader.

Go to the **Language Development** section of your textbook and find the **Concept Vocabulary** and **Word Study** activities. Complete these activities in your ELA Journal.

**TEACHING NOTES**

**CONCEPT VOCABULARY POSSIBLE RESPONSES**

**Why These Words? Possible Responses**

- All three words are related to the initial meeting between the two characters.
- All three words have multiple meanings and can act as both verbs and nouns.
Practice Possible Responses

1. I don’t normally permit people to pet my dog, but you may if you are very gentle.
2. We caught fish in the pond but had to release the smaller ones.
3. Her sunburn was so sensitive that the slightest contact made her flinch.

Word Study Possible Responses

In paragraph 2, permit means “allow.”

- Other meanings:
  - (v.) formal permission;
  - (n.) a license

In paragraph 10, release means “let go of.”

- Other meanings:
  - (n.) the giving up of a right.

In paragraph 20, contact means “a meeting or touching of people or things.”

- Other meanings:
  - (v.) to meet or touch

If your student is having difficulty finding the meaning of words, use some strategies below:

PERMIT: If your student is struggling to define the word permit in paragraph 3, point out that since the word has multiple meanings, he or she should use context clues to determine the correct meaning here.

Draw your student’s attention to the pronunciation guide. Ask whether he or she knows what the word means when the accent is on the first syllable (possible response: a license, written permission).

Suggest that one meaning may be related to the other. Then draw his or her attention to the context clue, “She still held him tightly.” Suggest that he or she try to visualize the scene in which the woman permits the boy to bend to reach her purse.

POSSIBLE RESPONSE
In this context, permit means “to allow.”

RELEASE: To help your student understand the meaning of release in paragraph 11, point out that a clear context clue is provided—the quotation, “Then I won’t turn you loose.”

Ask your student what kind of context clue this is (answer: restatement). Then ask him or her to define release.
POSSIBLE RESPONSE
In this context, release means “let go of.”

CONTACT: If your student is struggling to define the word contact in paragraph 21, point out that the word is used twice in the paragraph. Roger put himself “in contact” with the woman first.

Now the woman says that contact is “going to last a while.” We know that the boy snatched the woman's purse, and now the woman holds the boy's shirt. Help your student use these clues to define contact.

POSSIBLE RESPONSE
In this context, contact means “to touch or connect.”

After you have completed all activities in the Concept Vocabulary and Word Study, take a minute to review your answers. If are still having difficulty with the vocabulary, take time to look at the sentences around each word and use context clues to guess what you think it means. Then review the definition to confirm your guess.

You read the short story, “Thank You, M'am” and evaluated if people can change in an instant. In the next part of the lesson, you will complete a close read to analyze the characters in the story.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
“Thank You M'am” - Part 2

LEARN

GRAMMAR

INFINITIVE PHRASES

Step 1

You have been reading to understand characters and events in a story. You can analyze a sentence to think about how an author uses infinitive forms of verbs in sentences. Recognizing the functions of infinitive phrases will help you understand the details in a sentence.

Read this sentence from “Thank You, M'am.”

It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse.

Now answer this question: What does this sentence mean?

Step 2

Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3

You know that an infinitive is the word to plus the simple form of a verb. For example, these are all infinitives: to walk, to run, to drive.

An infinitive phrase begins with an infinitive and includes objects and modifiers. Here are some examples: to walk down the street, to run three miles, to drive a car over the speed limit.

Your Learning Guide has divided this sentence into chunks. Can you identify the infinitive phrase in this sentence? Pull out the chunks with the infinitive phrase.
What makes up this infinitive phrase? How do the last two words in the phrase function?

An infinitive phrase can function as a subject (noun), a direct object (noun), an adjective, or an adverb. Look at the sentence where the phrase used to be before you took it out. What is the part of speech of the word tried? This helps you understand the function of the infinitive phrase. What is the function? What question does the infinitive phrase answer?

When you read a sentence, you can think about how words work together to make meaning. One way an author makes meaning is with infinitive phrases. Infinitive phrases let authors use verbs as different parts of speech in a sentence.

When you see a verb in a sentence, it’s not necessarily functioning as a verb. When you see the infinitive form of a verb, think about the words that come after it and how they work together as a phrase. You can look at the words before the infinitive to think about how an infinitive phrase functions as a subject, direct object, adjective, or adverb.

Put the chunk with the infinitive phrase back in the sentence. How does understanding the function of the infinitive phrase help you understand the meaning of the sentence?

Step 4

An infinitive phrase always includes an infinitive. It can include modifiers. Infinitive phrases can be short or long. They can function as subjects, direct objects, adjectives, and adverbs.

Pull the infinitive phrase out of today’s sentence. Can you write sentences that use it for each of the possible functions of an infinitive phrase?

How does knowing the possible functions of infinitive phrases help you in your writing?

TEACHING NOTES

Step 1

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- It was
- about eleven o’clock
- at night,
- dark,
- and she
- was walking alone,
- when a boy
- ran up
- behind her
- and tried
- to snatch
- her purse.

Display the chunks for your student in the sentence order.
When your student answers the question about what the sentence means, accept any reasonable answer. If your student’s answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning. Possible answer: It means that a boy tried to steal the woman’s purse when she was walking alone at night.

Step 2

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as:

- The prepositional phrase “behind her” shows a relationship between her and ran up. The object of the preposition is her. The phrase tells where the boy ran.
- This is a compound-complex sentence. There are three clauses. Two are independent clauses joined with the coordinating conjunction and. The third clause is a dependent clause. It is joined with the subordinating conjunction when. The sentence shows relationships among ideas. It tells two things that were going on at the same time: It was 11pm and she was walking along. It shows a time relationship between her walking and the boy trying to take the purse.

Your student may make more or fewer observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as:

- Tell me about a prepositional phrase you see. What is the object of the preposition? What is the function of the prepositional phrase? How does it help you understand the meaning of the sentence?
- What sentence type is this? Tell me about the clauses and conjunctions. What relationships does the sentence construction signal?

Step 3

Your student should separate these chunks from the sentence:

- to snatch
- her purse.

Answer: the infinitive plus a possessive pronoun and noun. The last two words are the direct object of the verb snatch. They tell what he tried to snatch.

Answer: It is a verb.

Answer: direct object of the verb tried; he tried what?

Answer: It helps me understand what the boy is trying to do. I know this phrase answers the question, “What did he try?” The answer to that question will be a noun. The thing the boy tried is an action, so the author uses an infinitive phrase to function as a noun in the sentence.

Step 4

Your student might write sentences like these:

- To snatch her purse is what the boy wants to do.
- The boy hopes to snatch her purse.
• The boy needs the best way to snatch her purse.
• The boy sneaks up to snatch her purse.

If your student struggles to write the sentences, display the sample sentences and have your student identify the function in each one (in order above: subject, direct object, adjective, adverb). For the adjective and adverb functions, have your student identify what the phrase is modifying (way, sneaks up). This will help him or her identify the function.

Possible response: It helps me understand how I can use verbs in different ways to express ideas.

Extension

You might extend the activity with your student by doing the following:

Have your student read this sentence:

It was about eleven o’clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse.

Then say, "In this sentence, the infinitive phrase ‘to snatch her purse’ functions as a noun that is the direct object of the verb tried. Infinitive phrases start with an infinitive, which is the word to plus the simple form of a verb. This is followed by modifiers. An infinitive phrase can be short or long. It depends on how many modifiers you can add!"

Prepare index cards with these words and phrases:

- Adverb
- Noun
- Noun phrase
- Prepositional phrase

Put the cards face down on the table.

Have your student write the infinitive form of a verb. For example, your student might write “to watch.”

Then have your student pick up one or more of the index cards and add words to his or her infinitive based on what is on the card.

For example, if your student turns over the card that says noun, he or she might write: “to watch television.” If your student turns over the cards that say noun phrase and prepositional phrase, he or she might write: “to watch a horror movie after practice.”

Have your student continue building infinitive phrases in this way. If you wish, have him or her start again with a new infinitive.

To extend this activity, you may wish to have your student write sentences using his or her infinitive phrases. You can have your student use an infinitive phrase in a sentence as a subject, direct object, adjective, and adverb. For example, your student might write a sentence like this with the infinitive phrase as a direct object:

Tonight I would really like to watch a horror movie after practice.

Ask, “How can knowing how to form and use infinitive phrases help you be a stronger writer?” Possible response: I can use them to add many details to my writing. Infinitive phrases let me use verbs for different functions in sentences. They give me new ways to add meaning to a sentence.
In the last part of the lesson, you completed a first read of “Thank You, M’am” and used vocabulary and details from the text to analyze the interactions between Mrs. Jones and Roger. Now, you will explore the impact of the interactions between the main characters.

In this part, you will close read the text to improve your understanding of the characters and their relationship. You have already identified a number of strategies to use while you conduct a close read. Choose a few of your favorites to support you as you read.

As you read think about the following points:

- A story's main character usually changes in the course of the narrative. Think about which character undergoes a bigger change—Roger or Mrs. Jones.
- Other points of view in a story can include first-person, in which the narrator is one of the characters and uses I and me; and third-person omniscient, in which the narrator shares all of the characters' inner thoughts and feelings.

You are going to use your close reading skills to better understand the relationship between Mrs. Jones and Roger. As you reread the text, answer each of the questions below in your ELA Journal:

- In paragraph 1, what can you infer from the expository details in the text? Why might the author have included these details?
- In paragraphs, 35–37, what details give you a new perspective on Mrs. Jones? How do these details change your perception of her?
- In paragraphs, 38–39, what details identify the author's point of view? What does the line “He did not trust the woman not to trust him” mean?

Now, answer the questions above as you close read Thank You, M’am in myPerspectives Unit 3: Turning Points, Small-Group Learning.

TEACHING NOTES

Inform your student that a short story develops a plot, or series of events. The plot requires an exposition—the part of plot that establishes setting, characters, and basic situation—in a few swift strokes. By upsetting the reader's expectations about what was going to happen between these two characters, the author has also provided suspense, which will drive the reader to turn the page.

CLOSE READ POSSIBLE RESPONSES

Paragraph 1
Given the situation—a woman alone on the street at night approached by a would-be purse-snatcher—the reader might infer that the woman's purse will be stolen. But the author's description of the woman and her purse suggest that she might not be a helpless victim. The scene actually takes an unexpected turn when the purse turns out to be too heavy for the boy to manage.
The author quickly establishes that this is not going to be a simple story about a petty crime. After the attempted crime in the third sentence, it soon becomes clear that this story is going to be about something else—probably the woman's formidable character or her relationship with the boy.

**Paragraphs 35–37**
Mrs. Jones passes on the chance to say, “I didn’t snatch people’s pocketbooks.” She hints that she has done things that were just as wrong. There is more to Mrs. Jones than righteous anger.

The author shows Mrs. Jones as a flawed person. In fact, she may be turning into someone Roger can identify with. She certainly seems to identify with him and recognizes what he needs.

**Paragraphs 38–39**
The line shows that Roger wants Mrs. Jones to notice him behaving himself; that’s why he sits where she can easily see him. He wants Mrs. Jones’s trust.

The author wants to drive home the change in Roger. He doesn’t want to be seen as a thief in Mrs. Jones’s eyes. We can infer this from Roger’s actions alone, but showing his thoughts here emphasizes the importance of the change.

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Take a minute to review your answers. If you had difficulty, spend some time reviewing sections of the text to get a better understanding of the relationship between the characters. If you are ready to move forward complete the Analyze the Text activities in the Making Meaning section of your textbook.

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**TEACHING NOTES**

**ANALYZE THE TEXT POSSIBLE RESPONSES**

1. The woman has been kind and trusted him.
2. Passages will vary.
3. Responses will vary.

Encourage your student to always think about details and examples from the text to support his or her response.

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**PRACTICE WORD-SOLVING STRATEGY: SENTENCE-LEVEL CONNECTIONS**

You have learned the word-solving strategy of sentence-level connections. This means that an author gives you clues to the meaning of an unfamiliar word. You can find those clues in the same sentences or in the other sentences in the paragraphs surrounding the unknown word.

Let’s review an example you already learned. Read the following sentence and think about the word *executive*.

A successful advertising executive made her way across 56th street toward Broadway, on the west side of Manhattan.
PRACTICE WORD-SOLVING STRATEGY: SENTENCE-LEVEL CONNECTIONS

You have learned the word-solving strategy of sentence-level connections. This means that an author gives you clues to the meaning of an unfamiliar word. You can find those clues in the same sentences or in the other sentences in the paragraphs surrounding the unknown word.

Let’s review an example you already learned. Read the following sentence and think about the word **executive**.

*A successful advertising executive made her way across 56th street toward Broadway, on the west side of Manhattan.*

An executive is a business person who is in charge and/or has a lot of power. The writer gives you clues to the meaning of this word by telling you that the advertising executive is “successful.” Another context clue is “west side of Manhattan.” These words help you understand that executive has something to do with “being successful in business.”

Practice using this strategy with words from the short story “**Thank You M’am.**” Look up the words in the text, then use sentence-level connections to determine the meaning. Write these words and definitions in your ELA Journal. Add your new words to your word wall and use them in writing and speaking.

- **slung** (p.1)
- **snatch** (p. 1 & p.28)
- **presentable** (p. 37)

### TEACHING NOTES

Help your student locate each word in “**Thank You M’am**” and read the sentence and surrounding paragraphs. Your student should use sentence-level connections to produce definitions similar to these.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Context Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>slung</td>
<td>To hang over a shoulder</td>
<td>“It had a long strap”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“she carried it”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“across her shoulder”</td>
</tr>
<tr>
<td>snatch</td>
<td>To take something quickly, without permission</td>
<td>“ran up behind her”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“single tug the boy gave it from behind”</td>
</tr>
<tr>
<td>presentable</td>
<td>Nice looking; looking appropriate for the situation</td>
<td>“You might run that comb through your hair”</td>
</tr>
</tbody>
</table>

Add new words to the word wall. Encourage your student to use these new words in writing and speaking.

In this part of the lesson, you close read “**Thank You, M’am**” and explored how the characters acted in unexpected ways. Next, you will analyze elements of a short story.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you analyzed the action of Mrs. Jones and Roger in the short story, “Thank You, M'am” by Langston Hughes in myPerspectives Unit 3: Turning Points, Small-Group Learning. As you read, you noticed that the characters may have acted in a manner that was different than you initially expected. Now, you will explore how these actions are part of the elements of a story.

Often there can be more than one interpretation of where a story’s climax takes place, especially when a story contains more than one key character and conflict. The climax is both a turning point in the plot and the point of greatest emotional tension, and these two things can occur at different points in the story. In “Thank You, M'am,” for example, Roger experiences a turning point, but the scene in which Mrs. Jones admits her own flaws may contain more emotional tension.

Now, you will think about the plot structure of this short story. To do so, complete the Analyze the Craft and Structure activities in your ELA Journal.
**ANALYZE CRAFT AND STRUCTURE POSSIBLE RESPONSES**

1. (a) After Roger tries to steal Mrs. Jones purse, two more events create tension: Mrs. Jones dragging Roger to her home and later leaving her purse where he could steal it. (b) The first event creates a conflict between Roger and Mrs. Jones; the second event creates a conflict within Roger.
2. Mrs. Jones goes behind the screen and watches Roger out of the corner of her eye to see what he is going to do. Roger wanted her trust, so he decided not to run away.
3. Readers may feel satisfied that Roger learns more about Mrs. Jones and by the change in Roger; they may feel unsatisfied by not knowing what Roger plans to do with the money.

---

**ANOTHER WAY**

**EVENTS THAT MAKE UP PLOT**

If you find it challenging to identify the events that make up the plot of “Thank You, M’am,” you can think about a movie or story that you know well. Tell your Learning Guide the plot of the movie or story. Include these parts:

- How the characters and setting are introduced (exposition)
- How the situation and conflict are introduced (exposition)
- What happens in the first half of the story (rising action)
- The turning point of the story (climax)
- What happens after the turning point (falling action)
- How the conflict is resolved and what the characters learn (resolution)

Thinking about stories you know very well can help you practice identifying the elements of the plot in a story you don't know as well. After you talk about the movie or story you picked, go back to the chart and fill in the plot of “Thank You, M’am.”

---

**TEACHING NOTES**

If your student is struggling to identify the plot elements of “Thank You, M’am,” have him or her practice with a movie or story your student knows well. Applying this analysis to a story he or she is more comfortable with will prepare your student to tackle the same task for this new story. If your student struggles to identify the elements of plot in the movie or story, ask prompting questions such as:

- Who are the main characters?
- Where does the story take place?
- What causes trouble for the characters?
- How do they react to the conflict they face?
- When do things turn around for the characters?
- What happens after things turn around for them?
- How are the characters different at the end of the story?

After your student has described the plot elements in a movie or story he or she knows, have him or her go back to the chart to analyze the plot of “Thank You, M’am.”
ANOTHER WAY

WRITING ABOUT THE PLOT OF "THANK YOU, M'AM"

You have been asked to think about the plot structure of the short story "Thank You, M'am" and then write about it. To help you do this, you will be using a Story Map. On it, you will write notes about the beginning, middle, and end of the short story. Feel free to look back at the short story to help you fill this out. Fill it out in detail so that it will help you as you analyze the plot structure of "Thank You, M'am" later in the lesson.

TEACHING NOTES

Your student has been asked to complete a Key Events Chart in order to analyze and write about the plot structure of the short story "Thank You, M'am." Your student will write detailed notes about the beginning, middle, and end of the short story so that he or she can then analyze and write about the plot using plot elements.

If you had difficulty identifying the events that caused tension, review the text and think about words and punctuation that highlight intense emotion. These words and punctuation marks may give you a clue to areas or events that reflect tension between Mrs. Jones and Roger.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

To learn more about the elements of a story's plot, watch the video Plot Diagram (05:44) below.

Please go online to view this video ►
Next, you are going to analyze the power of prepositions and prepositional phrases to convey meaning in a text. A preposition relates a noun or a pronoun that follows it to another word in the sentence. Some commonly used prepositions include:

- at
- after
- between
- for
- in
- of
- on
- to
- through
- with

Several prepositional phrases can be grouped together, and they can appear anywhere in a sentence. For example:

- We live in the house / at the bottom / of the hill.
- Under the tree sat a girl reading to her little brother.

Prepositions provide an addition detail or description to create a clearer picture of the events in the text. Take a minute to practice identifying prepositional phrases before completing the Conventions Activities. Do you feel comfortable identifying prepositional phrases?

Go the Language Development section in your textbook and find the Conventions activities. Complete these activities in your ELA Journal.

**TEACHING NOTES**

**CONVENTIONS ACTIVITIES POSSIBLE RESPONSES**

**Read It**

| EXAMPLE 1 | She was a large woman with a large purse that had everything in it but hammer and nails. |
| EXAMPLE 2 | The strap broke [with the single tug] the boy gave it [from behind.] |
| EXAMPLE 3 | Firmly gripped [by his shirt front], the boy said, “Yes’em.” |
| EXAMPLE 4 | The woman still had him [by the neck] in the middle [of her room]. |

**Write It**

Responses will vary. Your student’s sentences should include prepositional phrases, with each preposition underlined and each object of the preposition circled. Encourage your student to use prepositional phrases to provide details about what the subject of his or her paragraph looks like or how he or she acts.
Take a minute to look over your answers. Do you need to tweak or make changes to your response? If you do, take a few minutes to identify examples in the text to support your answers.

In this part of the lesson, you analyzed how story elements and word choices illustrate the emotion of characters by allowing you to follow the events of the story. You also learned how story elements provide detailed descriptions of characters actions and where they are in relation to other characters in the story. The proximity, or nearness of characters to each other can be used to highlight conflicts or tense between characters.

Next time, you will continue to explore the question, “What can cause a sudden change in someone’s life?”

If you enjoy reading and are interested in Young Adult and Teen Fiction, take a look at a list of stories about teens having life changing experiences.
“Thank You M'am” - Part 4

Objectives
- To identify author’s purpose within sections of the text
- To analyze the plot structure of a short story
- To write a narrative piece from the perspective of a character in the story

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- "Thank You M'am" by Langston Hughes

Assignments
- Watch the video How to Change the World (a work in progress) | Kid President.
- Read "Thank You, M'am" by Langston Hughes.
- Complete Concept Vocabulary.
- Complete Word Study.
- Complete close read of "Thank You, M'am."
- Complete Analyzing the Text.
- Complete Analyze Craft and Structure.
- Complete the Prepositional Phrase Practice.
- Complete Conventions Language Development activities.
- Write a point-of-view journal entry.

USE

You have read the story "Thank You, Ma'm" in myPerspectives Unit 3: Turning Points. Review the story. Then answer the questions.

✅ USE FOR MASTERY

How does Roger’s point of view toward Mrs. Jones change from the beginning of the story to the end?

- His point of view changes from thinking of her as a target for his theft to thinking of her as a threat to his own well-being.

- His point of view changes from wanting to take advantage of her to being overcome by her generosity and possibly regretting his actions.

- His point of view changes from wanting to take advantage of her to feeling sorry for her when he sees what a struggle her life is.

- His point of view changes from thinking of her as a target for his theft to understanding that she is a victim of many hardships.
Which of the following character traits are shown by Mrs. Jones’ actions? Select ALL that apply.

- greedy
- foolish
- bullying
- wise
- understanding
- strong
- judgmental
- principled
**An American Childhood - Part 1**

**Objectives**
- To analyze the central ideas in a memoir
- To make inferences and draw conclusions about a piece of reflective writing

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Computer
- An American Childhood by Annie Dillard
- Index cards or sentence strips

**Assignments**
- Watch Eight Extraordinary Kids Share Their Passions.
- Read An American Childhood by Annie Dillard
- Complete Comprehension Check.
- Watch Amoeba in Motion.
- Complete Technical Vocabulary.
- Complete Conventions Language Development activities.
- Complete close read of An American Childhood.
- Complete Analyzing the Text.
- Complete Analyze Craft and Structure.
- Write a reflective essay.

---

**LEARN**

**LEARN ABOUT...**

**ANNIE DILLARD**

You are going to read a memoir by an author named Annie Dillard. Before you do so, let’s get some background knowledge! Read this article: “Annie Dillard is Born,” to learn more about this author. The reading by Annie Dillard is a memoir. It contains events from her life. You can compare her writing to the article you read here, which is a biography about Dillard written by someone else. After you read this article, you will know more about Annie Dillard.

After you read, answer these questions about Annie Dillard:

1. In what year was Dillard born?
2. Annie Dillard was the youngest American woman to win what prize?

**TEACHING NOTES**

Your student will read a background article about Annie Dillard. This will prepare your student for a later portion of the lesson, in which he or she will read an excerpt from this author’s memoir. After reading this article, your student will know more about Annie Dillard.

Answers:

1. In what year was Dillard born? **1945**
2. Annie Dillard was the youngest American woman to win what prize? **The Pulitzer Prize**
In the last lesson, you thought about the guiding question for this unit: What can cause a sudden change in someone's life? as you read "Thank You, M'am", by Langston Hughes. Now, you will analyze the same question from the perspective of a young girl in An American Childhood, a memoir by Annie Dillard. In her memoir, Annie reflects on an experience that resulted in her pursuing her own interests. In this part of the lesson, you are going to complete the first read of An American Childhood. The last few lessons have addressed transitions and turning points of the lives of the characters in the texts and movie clips you viewed. Think about the following questions:

- Have you ever really wanted something and then gotten it? What happened next?
- What did you learn from the experience? Did it change you or the way you saw the world?

Take a minute to jot your responses down in your ELA Journal or discuss with your Learning Guide.

Before you begin reading An American Childhood, read the information in the Background section of your textbook.

As you read, identify passages that identify the author's feelings. Pay particular attention to the sensory details the author uses that paint a clear picture of the people, things, places, and events in the narrative. After you have read, complete the Comprehension Check in the Making Meaning section. Write your responses in your ELA Journal.

Now read An American Childhood in myPerspectives Unit 3: Turning Points, Small-Group Learning and think about the following questions:

- What is this text mostly about? Who is involved?
- Which are the most important sections of this reading?

VOCABULARY

- tissue
- amoeba
- enlarged

TEACHING NOTES

Your student should be jotting his or her ideas to the questions above while reading and noting important sections of text. He or she may do so in their ELA Journal. As your student annotates the reading, remind him or her to make connections to his or her own life, as well as connections between this reading and other readings in the unit.

COMPREHENSION

VISUALIZE

Good readers visualize while they read. This means looking for descriptive words and sensory details to help create images in your mind.

Reread this excerpt from the second paragraph from An American Childhood.

In a dark basement corner, on a white enamel table, I set up the microscope kit. I supplied a chair, a lamp, a batch of jars, a candle, and a pile of library books.
What pictures do you see in your mind after reading this excerpt? Do you see a dark room, perhaps without windows and only a candle or lamp for light? Do you visualize an empty room with only a white table?

Good readers notice descriptive words in a text and create “movies” in their minds. Practice visualizing this excerpt by drawing a picture of what you see in your ELA Journal or write out a description of the “movie” created in your mind.

Help your student visualize the words in the excerpt by asking:

- As you read, what did you think about?
- What did you picture in your mind?
- Did your visualization help you understand anything you were reading?

You’ve completed your first read of the text. Now you will have an opportunity to demonstrate your understanding of Annie’s memoir and the events that caused her to follow her passion. Go to the Making Meaning section of your textbook and find the Comprehension Check activities. Complete those activities in your ELA Journal now.

COMPREHENSION CHECK POSSIBLE RESPONSES

1. an amoeba
2. Her parents are happy for her but not particularly interested in her discovery.
3. Summaries will vary but should include some of the following elements: The narrator receives a microscope from her parents and begins using it to see many things. However, the thing she most wants to see, an amoeba, eludes her. When she does finally see one and excitedly tries to get her parents to look at it, too, she discovers they are not that interested in it. She learns that her interests and passions belong to her alone and that she can make her own life.

Take a minute to review your answers. Did you remember not to include your opinion in your summary? After reading about Annie’s interest in Amoeba do you have any desire to see one? If so, watch the video Amoeba in Motion(00:30).

In a moment, you will explore a new type of vocabulary. Technical vocabulary is related to a specific subject area. In this case the vocabulary relates to science.

Go to the Language Development section of your textbook and find the Technical Vocabulary activities. Complete these activities in your ELA Journal.
After you have completed the Technical Vocabulary activity, take a minute to review your answers. If you are still having difficulty with the vocabulary, you may want to look for videos online that explain the meaning of each word and show examples. Technical vocabulary can be difficult to understand if you are unfamiliar with the subject. Having a visual of the word to go along with the definition often makes it easier to understand and remember.

Now, you will analyze appositives and appositive phrases. Appositives often provide context clues about a noun, by renaming or explaining it. A tip for remembering whether or not appositives and appositive phrases need to be set off with commas or dashes by removing the appositive or appositive phrase from the sentence. If the sentence makes sense without it, then commas are necessary.

Go to the Language Development section of your textbook and find the Conventions activities. Complete these activities in your ELA Journal.
CONVENTION ACTIVITY POSSIBLE RESPONSES

Read It
See possible responses in chart on student page.

<table>
<thead>
<tr>
<th>EXAMPLE 1</th>
<th>She was a large woman with a large purse that had everything in it but hammer and nails.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE 2</td>
<td>The strap broke [with the single tug] the boy gave it [from behind.]</td>
</tr>
<tr>
<td>EXAMPLE 3</td>
<td>Firmly gripped [by his shirt front], the boy said, “Yes’m.”</td>
</tr>
<tr>
<td>EXAMPLE 4</td>
<td>The woman still had him [by the neck][in the middle] [of her room.]</td>
</tr>
</tbody>
</table>

Write It Possible Responses
Paragraphs will vary, but make sure that your student includes at least two appositives or appositive phrases and that he or she can punctuate them correctly.

Suggest that he or she use appositives as context clues to help them determine the meanings of unfamiliar words and technical terms.

After you have competed the Conventions activity, check you answer to see if you correctly identified and used appositive and appositive phrases in your responses.

You have completed a first read of *An American Childhood* and analyzed the author’s use of technical vocabulary and appositives to clarify meaning in the text. Next, you will close read the text to further analyze the events that change peoples’ lives.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

GRAMMAR

PREPOSITIONAL PHRASES

Step 1
You have been reading to understand details in memoir. You can break down a sentence to understand how phrases function in the sentence and add meaning. One kind of phrase you can look for is the prepositional phrase. An author can use prepositional phrases to add details to a sentence.

Read this sentence from *An American Childhood*.

The week before, I had gathered puddle water from Frick Park; it had been festering in a jar in the basement.

Now answer this question: What does this sentence mean?

Step 2
Look closely at the sentence. What are some things you notice? Tell your Learning Guide.

Step 3
Your Learning Guide has divided this sentence into chunks. You can break down the sentence to think about the function of particular phrases. You can think about the function of prepositional phrases in a sentence.

Prepositional phrases show relationships between words in a sentence. A prepositional phrase always starts with a preposition. The function of the preposition is to show a relationship between the object of the preposition and another word in the sentence. The object of the preposition is the noun or pronoun in the prepositional phrase.

In a sentence, several prepositional phrases can be grouped together. Prepositional phrases can appear anywhere in a sentence. Can you find the prepositional phrases in the sentence?
A prepositional phrase can function as an adjective or an adverb. When a prepositional phrase functions as an adjective, it modifies a noun and answers this question: Which one? When a prepositional phrase functions as an adverb, it modifies a verb and answers questions such as: How? When? Where?

How do the prepositional phrases in this sentence function? How do you know?

Prepositional phrases allow a writer to be specific. Take the prepositional phrases out of the sentence. Do you notice that it's hard to tell exactly what the author is talking about? The prepositional phrases add important details that make meaning in a sentence.

When you read, you can break down a sentence to understand the function of prepositions and prepositional phrases. Put the prepositional phrases back in the sentence. How do they make the sentence clearer and stronger?

**Step 4**

You analyzed the function of prepositional phrases in the sentence. The author uses prepositional phrases to add details to the sentence. Without the prepositional phrases, it would be harder to understand and picture what the narrator did with the water.

You know that you can use prepositional phrases to add details to sentences. You can group together prepositional phrases to add specificity to a sentence. In today's sentence, the author uses two prepositional phrases grouped together to give details about the water.

Can you write a sentence about something else from *An American Childhood*? In your sentence, use two or more prepositional phrases grouped together.

Talk to your Learning Guide about the details your prepositional phrases add. How does grouping prepositional phrases add meaning to your sentence?

How can grouping prepositional phrases help you write stronger sentences?

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### TEACHING NOTES

**Step 1**

To examine this sentence with your student, it is important to break it into chunks. Write each of the following sentence chunks on a separate index card or sentence strip:

- The week before,
- I had gathered
- puddle water
- from Frick Park;
- it had been festering
- in a jar
- in the basement.

Display the chunks for your student in the sentence order.

When your student answers the question about what the sentence means, accept any reasonable answer. If your student's answer does not make sense, encourage him or her to read the sentence again. The question is meant to gauge how much meaning your student can pull from the sentence before diving in to how the different parts of the sentence contribute to its meaning.
**Possible answer:** It means the author collected water from a puddle in the park and then let it sit in the basement where things in the water started decomposing.

**Step 2**

Encourage your student to take a close look at the sentence and to report anything he or she notices. Read the chunks to your student as needed. At this point, any answers from your student are acceptable as long as he or she is engaging with the sentence.

Your student may make observations such as: This is a compound sentence. It’s made of two independent clauses joined with a semicolon. It doesn’t show a relationship between the ideas; it just states two things that happened that are related.

Your student may make more observations. Respond to your student’s observations as he or she makes them.

If your student struggles to make observations on his or her own, ask prompting questions such as: “What sentence type is this? How do you know? Does the sentence show any relationships?”

**Step 3**

Your student should identify these chunks:

- from Frick Park;
- in a jar
- in the basement.

**Answer:** The first two are adverbs. The first one tells where she gathered. The second tells where the water festered. The third is an adjective. It modifies the jar.

**Possible response:** I understand exactly what is happening with the water. I know that she got it in one place and took it to another. I understand the chain of events.

**Step 4**

Your student might write something like this:

> Annie looks at samples on slides under the microscope.

Your student should discuss how the grouped prepositional phrases add meaning to the sentence. For example, your student might say, “The phrases tell exactly where Annie looked at the samples. They add meaning because they show what kind of research she was doing. They tell how she did it.”

**Possible response:** I can use grouped prepositional phrases to add specific details.

**Extension**

You might extend the activity with your student by doing the following:

Have your student read this sentence:

> The week before, I had gathered puddle water from Frick Park; it had been festering in a jar in the basement.

Then say, “In this sentence, the prepositional phrase ‘in a jar’ functions as an adverb. It tells where the water festered. Prepositional phrases can also function as adjectives.”
In the last part of this lesson, you completed a first read of An American Childhood. You have already learned that turning points can result in positive or negative outcomes depending on the way people respond to those events. In this part of the lesson, you will reread the text to analyze Annie's response to the events in her life and how her personality factors into her response.

Characterization is the way a writer develops and reveals a character's personality and temperament.

In autobiographical writing and memoir, the author is a character in the narrative and uses the same characterization techniques that an author of fictional writing uses. Writers often reveal a character's traits by showing the character's actions and behavior and by presenting the character's feelings and thoughts. It's up to the reader to make inferences and draw conclusions about a character based on the details the writer provides.

Now, you are going to use your close reading skills to understand Annie's decision to do what she loves, regardless of the lack of enthusiasm by her parents. As you reread the text, complete each of the questions below in your ELA Journal:

- In paragraphs 8–11, note details that reveal the author's thoughts and feelings. Why might the author have included these details? What can you infer from these details?

Answer the questions above as you reread An American Childhood in myPerspectives Unit 3: Turning Points, Small-Group Learning and complete the Analyze the Text activity in your ELA Journal. If you have a printed textbook, these activities are in the margins of your text. If you are using the digital textbook, these activities are located in the Language Development section.

TEACHING NOTES

CLOSE READ POSSIBLE RESPONSES

Paragraphs 8–11

The author's feelings suggest that she is very excited about the amoeba. Her thoughts in paragraph 11 suggest that she is realizing something important. These details are leading up to the turning point that the author is describing and they point to the author's message in the selection.
ANALYZE THE TEXT POSSIBLE RESPONSES

1. The turning point occurs when the narrator excitedly tries to get her parents to look at the amoeba she is so fascinated by and realizes that they do not share her interest. She realizes that her interests and passions belong to her alone and that she can make her own life. This encourages her to follow her passion.
2. Passages will vary by student.
3. Responses will vary.

ANOTHER WAY

MAKING A CONNECTION TO YOUR OWN EXPERIENCES

If connecting this memoir excerpt to the Essential Question, what causes a sudden change in someone's life, is challenging, take a moment to think about your own life experiences. You can think about an experience you had that changed the way you think about life.

Tell your Learning Guide about an experience in your own life in which you found out that your interests and passions are different from those of a friend or family member. What did you become interested in? How did your friend or family member react when you tried to share your interests? How did it feel? How do you approach this interest or passion now?

Thinking about your own changing views of life can help you understand how Annie Dillard's experience changed her life.

TEACHING NOTES

If your student is struggling to connect the excerpt to the Essential Question in order to answer the questions, have him or her consider his or her own experiences. If your student struggles to identify an experience in which he or she discovered that people have different interests and passions, ask prompting questions such as: “What is something you are really into? Do you have a friend or family member who doesn't understand your passion? How did you find out how they feel about your interest? How did it make you feel?”

You might also share your own experiences of trying to share an interest or passion with someone, only to be met with indifference. Talk with your student about how you reacted. For example, you might talk about seeking out others who shared your passion, or finding different common ground with the friend or family member who didn't understand. Encourage your student to talk similarly about his or her experience.

After your student takes some time to consider his or her own life, have him or her compare and contrast personal experiences with the memoir excerpt. Then have your student return to the questions, keeping these thoughts in mind.
ANOTHER WAY

WRITING ABOUT CHARACTER

You have been asked to read a memoir, or an author’s real-life story, and to see how the author characterizes herself. To help you do this, you can use a graphic organizer. [Here is the graphic organizer you will be using, called a Describing Wheel. Write the topic, “Annie Dillard’s Character in An American Childhood,” in the middle. Then in the blank areas, write details that you learn about Annie Dillard as you read her memoir. You may write character traits that you learn about her, as well as how you learned about the character traits based on events in the memoir and her reaction to them. Note that some of the things you will write are actual events and reactions from the memoir and that some are inferences you make based on Annie’s writing. For example, if she described how she fought off a large bear with her bare hands, you might write that and then also write your inference that she demonstrated the character trait of bravery. You do not have to fill in all eight blank areas of the graphic organizer.

ER TEACHING NOTES

Your student has been asked to complete a graphic organizer called a Describing Wheel to help analyze the character of the author, Annie Dillard, of a memoir he or she is reading. Your student should fill in the graphic organizer with details he or she learns while reading An American Childhood.

Take a minute to review your answers. If you had difficulty spend some time reviewing sections of the text to get a better understanding of the relationship between Annie and her parents, and her response to their actions.

Now, you will complete the Analyze the Craft and Structure activity to evaluate how the author uses structure to express her message. The interactions in a reflective essay are often a chain of causes and effects. You might discover that there are several causes for one effect or that one thing causes several effects. For instance, the gift of the microscope causes other events that eventually lead to the author’s realization about her life.

Go to the Language Development section of your textbook and find the Analyze Craft and Structure activities. First, read the information about reflective writing. Then, complete the Analyze Craft and Structure activities in your ELA Journal.
**ANALYZE CRAFT AND STRUCTURE ACTIVITY POSSIBLE RESPONSES**

<table>
<thead>
<tr>
<th>Paragraphs</th>
<th>Interactions</th>
<th>Dillard’s Thoughts and Feelings</th>
<th>My Thoughts And Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td>Narrator interacts with microscope and slides</td>
<td>She is curious and disappointed she doesn’t see amoeba</td>
<td>I remember looking through a microscope</td>
</tr>
<tr>
<td>8-11</td>
<td>Narrator interacts with parents</td>
<td>She is excited to see amoeba and wants to show parents. She realizes her parents aren’t interested</td>
<td>My parents are not excited about video games, so I understand</td>
</tr>
<tr>
<td>12-14</td>
<td>The narrator interacts with microscope and amoeba</td>
<td>She feels free to pursue her own passions</td>
<td>I think her parents could have at least looked at the amoeba</td>
</tr>
</tbody>
</table>

1. (a) One of the central ideas is how Annie’s view of the world is so different from her parents’ and that what is mundane to them is so exciting and new for her.
   (b) Another central idea might be that everyone is unique and is driven by their own passions and interests.
   (c) The details to this central idea are when Dillard talks about being handed her own life, of her “wonderful amoeba” and how she talks about hitting “pay dirt.”

2. I think that Dillard achieved her purpose because she expresses her thoughts and feelings while looking back on her discoveries.

Take a moment to review your answers. If you need additional practice, revisit the text and identify descriptive words that show Annie's excitement. These will help you identify examples to support your responses.

Before you end this part of the lesson, check your understanding of appositive phrases by completing the Quick Check below:

**QUICK CHECK**

Please go online to view and submit this assessment.
MORE TO EXPLORE

To learn more about appositives, watch the video below, Appositivites (02:59).

Please go online to view this video.

VOCABULARY

PRACTICE WORD-SOLVING STRATEGY: ROOT WORDS AS CONTEXT CLUES

You have learned how to use roots and root words to determine the meaning of an unfamiliar word. Roots are word parts. Using the root word meanings to define unfamiliar words is a word-solving strategy: root words as context clues. Let’s practice this strategy with a root from An American Childhood.

Look at the root word micro, which means “extremely small.” Think about the word microwave. You probably already know that a microwave is an appliance that cooks food with short electromagnetic waves in a short amount of time. Any word that has micro in it has something to do with being very small.

Practice using root words as context clues with the following words. One word is from An American Childhood, and one is a connected word. Use the root, sentence-level connections, and parts of speech to determine the meaning of each word. Write your words and definitions in your ELA Journal.

- microscope (noun, pp. 1-4)
- microscopic (adj.)

Add your new words to your word wall and use them in writing and speaking.

TEACHING NOTES

Help your student read each word and infer the meaning. Your student should use his or her background knowledge, root words as context clues, sentence-level connections, and parts of speech to produce definitions similar to these. You may also consult a dictionary if your student needs extra help.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>microscope</td>
<td>micro</td>
<td>A device that lets you look at very small particles</td>
</tr>
<tr>
<td>microscopic</td>
<td>micro</td>
<td>Something that is so small it is invisible to the naked eye</td>
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</tbody>
</table>

Microscopic does not appear in the text. Your student should note that it is an adjective. Since it is an adjective, and adjectives describe nouns, it must be a way to describe something very small.

Add new words to the word wall. Encourage your student to use the new words in writing and speaking.
In this part of the lesson, you reread the text to evaluate how Annie’s personality allowed her to respond to the events in her life in a positive way. In the next lesson, you will read *The Outsiders* by S.E Hinton and explore the ways specific events act as turning points in the lives of several young men.
An American Childhood - Part 3

Objectives
- To analyze the central ideas in a memoir
- To make inferences and draw conclusions about a piece of reflective writing

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- An American Childhood by Annie Dillard

Assignments
- Watch Eight Extraordinary Kids Share Their Passions.
- Read An American Childhood by Annie Dillard
- Complete Comprehension Check.
- Watch Amoeba in Motion.
- Complete Technical Vocabulary.
- Complete Conventions Language Development activities.
- Complete close read of An American Childhood.
- Complete Analyzing the Text
- Complete Analyze Craft and Structure.
- Write a reflective essay.

FLUENCY

READING AT THE CORRECT PACE

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is the speed you would speak when you have a conversation with someone.

While reading, you will occasionally encounter new words or read information that is harder to understand. Your pace might slow down in these portions of the text, but should pick back up afterward. The more times you read a text, your pace should even out.

Great readers also remember to:
1. Read accurately
2. Read with expression
3. Read with phrasing

Go to An American Childhood and listen to the first five paragraphs of the audio in your e-text. Take a look at the Fluency Rubric to see how a good reader reads with fluency. How do you think the reader in the audio did? When you read aloud, try to mimic the reader’s pace.

Now you are going to practice rereading the memoir An American Childhood for one minute. After reading once, your Learning Guide is going to time you reading the text two more times. See if you improve each time you read the text. Happy reading!

TEACHING NOTES

Discuss the four things great readers do to read with fluency.

Great readers remember to:
1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Listen to the story *An American Childhood* from 1:00-3:13 using the audio function in the e-text. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the reader in the audio read. The reader is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Now, have your student reread the memoir and time him or her for one minute. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Write down what word your student stopped on at the end of one minute.

Record and time your student reading the text two more times for one minute each time. You can use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. After each reading, write down what word your student stopped on at the end of one minute.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time he or she reread the text it sounded smoother and smoother. For reading to be smooth, it will sound conversational, like talking without stumbling over words. Ask your student to describe what it's like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

**USE**

A reflective essay is a text in which a writer relates their experiences and feelings to communicate a message to the reader.

Write 1–2 paragraphs answering the following questions:

- What are two central messages Annie Dillard is communicating through her narration of this episode? How does she develop those messages in the text?

As you are brainstorming ideas for your response, think about additional questions that may help you identify details from the text to support your response.

- Which details and examples from the text support your analysis?
- Which vocabulary or word choices are used to support your analysis?

Now, you are going to write 1–2 paragraphs answering the following questions: What are two central messages Annie Dillard is communicating through her narration of this episode? How does she develop those messages in the text?
Did you:

- Correctly identify at least two central messages Dillard communicates?
- Include at least two pieces of quoted evidence from the text that supports the central message?
- Analyze at least two pieces of evidence to show how it develops the central message?
LEARN ABOUT...

S. E. HINTON

You are going to read a novel by an author named S. E. Hinton. Before you do so, let's get some background knowledge!

Read this article: “S. E. Hinton,” to help you learn more about this famous young adult author. When you arrive at the page, click “Read More” to see the article. This is the first of two biographies you will read about Hinton. It is sometimes helpful to read more than one source to research a topic. After you read this article, you will know more about S. E. Hinton.

After you read, answer these questions about S. E. Hinton:
1. How old was Hinton when she wrote her first novel, *The Outsiders*?
2. In what state did Hinton grow up?

TEACHING NOTES

Your student will read a background article about author S. E. Hinton. This will prepare your student for a later portion of the lesson, in which he or she will read a novel by Hinton.

Your student will read two different biographies with different information about this author to give a better picture of this author’s life. Reading more than one source about a topic is often helpful. After reading this article, your student will know more about this author.

Answers:
1. How old was Hinton when she wrote her first novel, *The Outsiders*? 17
2. In what state did Hinton grow up? Oklahoma
Throughout this unit, you have analyzed various texts to reflect on the question: what can cause a sudden change in someone's life? This is often referred to as a turning point, or pivotal moment, in someone’s life. People usually notice a drastic or identifiable change in themselves after they experience a turning point moment.

In this first part of the lesson, you will begin reading *The Outsiders*, a novel by S.E. Hinton. In her novel, Hinton creates a cast of characters that meet many moments that change their lives forever.

Please note that the text contains some sensitive subjects. Please evaluate the appropriateness of these subjects for your student. The intent of the learning is to help your student understand the themes or messages about these events to help him or her develop their own perspectives.

**VOCABULARY**

**WORD SOLVING PRACTICE**

You have learned several different word-solving strategies. You have learned:

- sentence-level connections
- using a dictionary
- mood as context clues
- root words as context clues
- parts of speech as context clues

Let’s practice using these strategies with words from *The Outsiders*.

Look at the following vocabulary list from Chapter 1. Choose five words from the list. As you read Chapter 1, look for each word. When you come across each word, use one of your word-solving strategies to determine the definition. Write your words and definitions in your ELA Journal.

**VOCABULARY**

- unfathomable
- incredulous
- sagely
- aloofness
- bleak
- unceasingly
- premonition
- imploringly
- gallant
- bewilderment
- doggedly
- conviction
- detached
- inhalation
- brawn
- aghast
- contumuously
- leery
- delirious
- acquitted

When you are finished, add your new words to your word wall. Use your new words in writing and speaking.

**TEACHING NOTES**

Review each word-solving strategy with your student. Go back to the Word-Solving Strategy chart to review if needed.

As your student reads Chapter 1 of *The Outsiders*, help your student locate each word, decide which word-solving strategy is best, and use that strategy to figure out the definition. Your student’s list should have the following format.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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Add new words to the word wall. Encourage your student to use new words in writing and speaking.

As you read, you will create a character journal that you will use to reflect on your reading after each chapter. What is a character journal? Good question! Have you ever had a journal? Well, a character journal is similar to a personal journal, however, you will write this journal from the point of view of a character in the novel.

What does it mean to write from the point of view of a character? It means you think about events in the story through their eyes. You may include:

- Feelings and emotions, such as fear, happiness, confusion
- Thoughts and responses to events in the story
- Thoughts a character has as they change throughout the story
- Comparisons between how the character reacts and changes to the way the narrator, Ponyboy, reacts and changes

*Point of View* is the perspective from which a story is told. In *The Outsiders*, Ponyboy tells the story from a first-person point of view. The reader learns only what the narrator, Ponyboy, knows and wants to share about other characters and the events in which they are involved.
Creating a character journal gives you the opportunity to see the text through the eyes of a character, to dive into their personality and reflect on events based on their character traits. You get to step into the heart and mind of the character. This will allow you to write thoughts, reflections and respond to events in the story as if you were the character in the story. Leave your personality at the door and slip into the role of a character from *The Outsiders*.

Watch the video *Characterization in Literature (05:01)* and think about all of the little things that come together to make up a character.

Now that you have a better understanding of characterization and all of the little things that make up a character, let's revisit the character journal.

You may use your ELA Journal as your character journal. Think of this as a real journal because it is! You will be writing in the journal as your character of choice from the chapter. You will respond to the writing activity at the end of the chapters you read, from the point of view of your character. You can also write observations, reflections, doodles and include experiences and interactions that you encounter as the character. Remember to share evidence from the novel to support your responses.

To write from a character's perspective, you will need to analyze the tools that Hinton uses to develop her characters. You may consider:

- Dialogue the character speaks
- Actions the character takes or how the narrator, Ponyboy, describes their reactions
- Disagreements that the character has with the narrator

In a moment, you are going to begin reading *The Outsiders*. Remember that this novel is about life altering events. Throughout the novel, keep the following questions in mind:

- Where do the characters encounter events that change their lives?
- How do the characters respond to the events they encounter?

As you read, you will read and become familiar with the characters. Pay particular attention to the sensory details the author uses that paint a clear picture of the people, things, places, and events in the narrative. Use evidence from the novel when reflecting on the chapter as your character.

Before you begin reading the novel, take a minute to read the following background information on the story:

*The Outsiders* is set in the early 1960s, a time of dramatic social changes. In 1963, President John F. Kennedy was assassinated. Civil rights demonstrations were held in Birmingham, Alabama, and in 1964, the U.S. Congress passed the Civil Rights Act.

Record numbers of American teens owned cars. Nearly everything revolved around having a car: drive-in movies, drive-in restaurants, drag races, and cruising the streets to look for dates or parties. Owning a car gave teenagers status. Owning a flashy, expensive car brought even more status. In *The Outsiders*, the well-to-do Socs (short for “Socials”) drive Mustangs, Corvairs, and Corvettes, while the greasers (who are poorer and wilder than the Socs) often travel on foot or use borrowed cars like Buck Merrill's T-Bird.

In the music scene in the early 1960s, Elvis Presley had reached mega-stardom and was an icon for rebellious youth. Parents thought Presley was shocking and immoral; adolescents adored him. The Beatles, with their “mop-top” hair, became the top rock-and-roll group by the mid-1960s.
Now read Chapter 1 of *The Outsiders* and think about:

- The setting of the story and how this impacts the characters and their interactions with each other
- How the author introduces the reader to and describes the characters

### TEACHING NOTES

Your student should be jotting their ideas to the questions above while reading and noting important sections of text. He or she may do so in their ELA Journal. As your student annotates the reading, remind him or her to think about a character he or she would like to use for the character journal.

Remind your student to think about the author's choice of words, writing structure and techniques to get her message across to the reader. Remind him or her of techniques that were used in previous lessons.

- Repetition of words
- Symbolism: the use of symbols to represent ideas or qualities

If your student is having difficulty with vocabulary, encourage him or her to read the words around the unfamiliar word and use context clues to determine the meaning of the word.

### ANOTHER WAY

**GETTING STARTED WITH YOUR CHARACTER JOURNAL**

If you find it challenging to get into the mind of one of the characters for your character journal, you can use the following sentence starters for your journal entries. Remember, you will be writing from the perspective of the character you picked. Use first-person pronouns to show that you are writing as that character.

- I felt happy when...
- I felt mad when...
- I felt uncomfortable when...
- I don't like [character name] because...
- I like [character name] because...
- When I heard [character name] say [dialogue], I felt...

You can use these sentence starters whenever you get stuck with your character journal. They will help you analyze your selected character and get in his or her head.

### TEACHING NOTES

If your student is struggling with writing from a character’s perspective for the character journal, offer the list of sentence starters. You might consider printing the list and posting it somewhere your student can access easily during this lesson, as your student will be writing in the character journal regularly.
You've completed reading Chapter 1. Answer the following questions in your ELA Journal to think about the learning you have achieved in this chapter:

1. How does the author characterize Ponyboy, Sodapop, and Darrel?
2. Why does Ponyboy feel more comfortable with Sodapop than with Darrel?
3. How are the greasers different from hoods and Socs?
4. Why do four Socs attack Ponyboy?
5. How is what you learn about the characters affected by the point of view of the story?

Now, write your responses to the discussion questions.

TEACHING NOTES
If your student is having difficulty with the concept of characterization, remind him or her that characterization is the way or ways in which a writer reveals information about a character. Notice how the author uses direct characterization by making direct statements about a character's appearance, personality, and actions.

POSSIBLE RESPONSES
1. Ponyboy is the youngest brother, with light-brown hair and greenish-gray eyes; Sodapop, the middle brother, is happy-go-lucky; and Darrel, the oldest brother, is serious.
2. Sodapop tries to understand Ponyboy and is happy-go-lucky, while Darrel is a disciplinarian and does not seem to understand or sympathize with Ponyboy.
3. Greasers are not as criminal-minded as hoods and are less privileged than Socs. Greasers have long hair slicked back with hair grease.
4. The Socs attack Ponyboy because he is a greaser.
5. We only learn what Ponyboy knows about the other characters and the events.

Getting to know characters in a novel can be a lot like moving to a new neighborhood. Were you able to figure out the lay of the land and accurately respond to the questions? Take a minute to review any areas of Chapter 1 that you didn't remember of fully understand.

You have reviewed the components of characterization to apply them to your analysis of Chapter 1 of The Outsiders. Next time you will read Chapters 2–3 and begin creating your Character Journal.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
LEARN ABOUT...

THE LIFE OF AUTHOR S.E. HINTON

You are going to read a novel by author S. E. Hinton. Before you do so, let's get some background knowledge!

Read this article, which is Hinton's biography from her website. See what differences you notice when you compare this to the other biography you read about S. E. Hinton. After you read this article, you will know more about this author.

After you read, answer these questions about S. E. Hinton:

1. In what year was The Outsiders published?
2. True or false: S. E. Hinton only wrote one novel.

TEACHING NOTES

Your student will read a background article about author S. E. Hinton. This will prepare your student for a later portion of the lesson, in which he or she will read a novel by this author. Your student can compare this biography of S. E. Hinton to the other biography he or she read previously. After reading this article, your student will have a better understanding of the life of S. E. Hinton.

Answers:

1. In what year was The Outsiders published? 1967
2. True or false: S. E. Hinton only wrote one novel. False
Last time you read Chapter 1 of *The Outsiders* and applied your understanding of characterization to inform your writing in your character journal. Now you will begin creating your character journal and read Chapters 2–3.

As you read, you will think about conflict. This story is filled with several conflicts. External conflict is when a character struggles with outside forces. Note that this story centers on the external conflicts between the two groups, the greasers and the Socs. Internal conflicts take place within the characters’ minds. Consider the internal conflicts some characters have about their feelings for others and their feelings about violence.

Now read Chapters 2–3 of *The Outsiders* and think about:

- The language used by the main characters and their interactions with other characters
- The response of other characters to the main characters

### TEACHING NOTES

Encourage your student to think about his or her character's past and how this influences his or her outlook on life, responses to events and feelings about life in general.

Can you relate to any of the characters in the story? Do you feel more connected to some characters over other characters?

Now you are going to respond to discussion questions for chapter 2-3. You may answer these in your ELA Journal.

1. Contrast the behavior of Dally, Johnny, and Ponyboy at the drive-in.
2. How is Cherry different from the girls Ponyboy is used to?
3. Two-Bit is a bit of a philosopher. What are his ideas on a fair fight and on loyalty?
4. How are Ponyboy, Cherry, and Johnny alike?
5. Compare the family situations of Ponyboy and Johnny.
6. What is the conflict between Ponyboy and Darry? What internal conflict does Ponyboy have about Darry?

### TEACHING NOTES

**POSSIBLE RESPONSES**

1. Dally acts rude, crude, and tough. Johnny and Ponyboy are polite and friendly, and Johnny shows real bravery when he stands up to Dally.
2. Cherry is a Soc instead of a “greaser girl.” She is nicer and has better manners than the girls Pony is used to.
3. Two-Bit says a fair fight isn’t rough, and there’s nothing wrong with throwing punches to blow off steam. Even though greasers fight among themselves, they can count on each other when there’s trouble.
4. None of the three characters likes violence. They are sensitive and able to talk openly about their dreams, desires, and personal lives.
5. Ponyboy’s parents died in a car accident, while Johnny’s parents are still alive. Ponyboy lives with his brothers, who take good care of him. Johnny lives with his parents, who treat him badly.
6. Ponyboy wants more freedom and to not be treated like a baby by Darry; Ponyboy loves his brother but believes his brother does not care about him.

**FLUENCY**

**READING AT THE CORRECT PACE**

Great readers read at the correct pace. When a reader goes too slow or too fast, it is not fluent reading and the reader is not making meaning of the text. Readers should read at the correct pace, which is the speed you would speak when you have a conversation with someone.

While reading, you will occasionally encounter new words or read information that is harder to understand. Your pace might slow down in these portions of the text, but should pick back up afterward. The more times you read a text, your pace should even out.

Great readers also remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing

Now listen to the first minute of *The Outsiders* being read aloud in this video. When you read aloud, try to mimic the pace of the video. Notice that the reader in the video reads some phrases faster than others. Your pace may slow down as the text becomes denser or to emphasize important words or phrases.

Take a look at the Fluency Rubric to see how a good reader reads with fluency. How do you think the reader in the video did?

Now you are going to practice rereading *Chapter 1 in The Outsiders* for one minute. After reading it once, your Learning Guide is going to time you reading the text two more times. See if you improve each time you read the text, while using appropriate pacing for emphasis. Happy reading!

**TEACHING NOTES**

Discuss the four things great readers do to read with fluency.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Discuss why pacing is important to reading fluency. Reading too fast or slow makes it harder to understand what one is reading.
Discuss the four things great readers do to read with fluency.

Great readers remember to:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Discuss why pacing is important to reading fluency. Reading too fast or too slow makes it harder to understand what one is reading.

Watch one minute of Chapter 1 of *The Outsiders* being read aloud in this video. Look at the Fluency Rubric and discuss what fluent reading should sound like. Discuss how the reader in the video read. The reader is proficient in reading accurately, proficient in reading with expression, proficient in reading with phrasing, and proficient in reading at the correct pace.

Have your student reread Chapter 1 of *The Outsiders* aloud and time him or her for one minute. Discuss any words your student made a mistake on and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Write down what word your student stopped on at the end of one minute.

Record and time your student reading the text two more times for one minute each time. You can use the camera/video function on your phone or download a free voice recording app. Your student should get faster each time he or she reads the text. Your student should be reading at a reasonable pace to make meaning of the text. After each reading, write down what word your student stopped on at the end of one minute.

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time he or she reread the text it sounded smoother and smoother. For reading to be smooth, it will sound conversational, like talking without stumbling over words. Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

Take a minute to review your responses. If there are any areas that seem a little confusing, take time to reread sections of the story for clarity.

Finally, write a brief paragraph in which you explain why Cherry decides to ride home with Bob in your ELA Journal. Use details from the story to support your thinking.

POSSIBLE RESPONSE

Cherry dislikes violence; she wants to prevent a fight between Ponyboy, Johnny, Two-Bit, and the Socs; and she doesn’t want anyone to get hurt.

Did you accurately analyze Cherry’s personality to determine why she acted as she did in the story? If you still aren’t sure why she acted as she did, take a few minutes to reread sections of the story focusing on the descriptive words used to describe her emotions. Now that you have become more familiar with the characters, you are going to choose a character for your journal. As you reflect on each chapter, you will write from the point of view of your character. You may write each entry from the point of view of a different character if you would like. Remember, you must select a character that was in the day’s reading so that they would have a perspective on the happenings in those chapters.
You may use your ELA Journal as your character journal. Make sure that each day you compare in contrast the perspective of your character with the perspective of Ponyboy, the narrator. You can also write observations, reflections, add pictures and include experiences and interactions that you encounter as the character. Feel free to include the date and time of your entry as if you were the character.

In a moment, you will begin writing your first character journal entry. Think about:

- Events
- Responses to events
- Important or interesting observations
- Feelings of your character (Why does he or she feel this way?)

Now, begin writing in your Character Journal and reflect on the events of the story from the perspective of your character.

**TEACHING NOTES**

Remind your student to write in their journal as if he or she is the character. If your student is having difficulty writing from the perspective of his or her character, have him or her read the first page of this Characterization chart to think about the information he or she wants to share, reflect on, or include in the character journal. There are examples provided for a familiar story, *The Cat in the Hat*. Your student can use these examples to think about the characters in *The Outsiders* and create a similar chart in his or her character journal.

How did it go? Writing as another person or character might take some getting used to, but it is a great opportunity to showcase your creativity and the writing skills you have learned throughout the unit.

You have now read Chapters 2–3 and started your character journal. Were you able to clearly and accurately capture the events of these chapters and your character’s feelings and actions in response to these events? As you continue to read and write throughout this novel, think about the pivotal moments that cause changes in someone’s life.

In the next part of this lesson, you will read Chapters 4–5 and analyze your character’s response to the events of the story.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
LEARN ABOUT...

LIFE IN THE 1960s IN AMERICA

You are going to read a novel called The Outsiders. Before you do so, let's get some background knowledge on the time period in which the story takes place!

Read this article: “1960s Important News and Events, Key Technology, Fashion and Popular Culture.” This will help you learn more about life in America in the time during which The Outsiders was set. When you read a work that is set in a different time period and/or place, it is often useful to read about the setting, or context, of the story. This will give you a better understanding of what life was like and what was going on in that decade. After reading this article, you will know more basic information about life in the United States of America in the 1960s.

1. How much did a Ford Mustang two-door hardtop car cost back then?
2. What big event in space travel happened in the 1960s?

TEACHING NOTES

Your student will read a background article about life in America in the 1960s. This will prepare your student for a later portion of the lesson, in which he or she will read a novel set in this time period. After reading, your student will have a better idea of what life was like in 1960s America.

Answers:

1. How much did a Ford Mustang two-door hardtop car cost back then? *Around $2368*
2. What big event in space travel happened in the 1960s? *The first person landed on the moon*
In the last part of this lesson, you read Chapters 2–3 and explored the point of view of the characters in the story. You also reflected on the text in your character journal to express your character’s point of view. Now, you will read Chapters 4–5, explore plot, and update your character journal.

Plot is the sequence of events in a story that are centered around a conflict. In the rising action of the plot, the suspense and conflict develop. The highest point of interest is reached at the climax, when events come to a head. The resolution describes how the conflict is settled and the story ends.

As you read, pay attention to the plot of the story and how the characters are responding to the rising action in the story. Also, identify events and passages that identify your character’s feelings about the events and people in the story. The author uses sensory details that paint a clear picture of the people, things, places, and events in the narrative. Use evidence from the novel when responding to questions, prompts, or observations as you read.

Now read Chapters 4–5 of *The Outsiders*.

### TEACHING NOTES

Remind your student to use punctuation as a clue of when to change the tone and inflection of his or her voice as he or she reads. For example, he or she should pause at commas and periods, and raise his or her voice or inflection at question marks and exclamation points.

You have completed reading Chapters 4–5, and a number of life-changing events occurred within these chapters. Is your perception of any of the characters changing? In the previous lesson, stories and poems often covered one theme. The author reveals several themes in *The Outsiders*.

Now you are going to respond to discussion questions for Chapters 4–5. You may answer these in your ELA Journal.

1. How do the events in the park contribute to the rising action of the plot?
2. How does Johnny’s past experience with the Socs affect his behavior in the park?
3. Explain how Johnny and Ponyboy feel about their time hiding out in the church.
4. Do you think it was difficult for Ponyboy to change his hairstyle? Why or why not?
5. What significance does the novel Gone with the Wind hold for Johnny?
6. In the poem that Ponyboy recites, what do you think is the meaning behind the words “Nothing gold can stay”? 

### POSSIBLE RESPONSES

1. The fight and the killing of a Soc creates drama and suspense about the consequences of the killing.
2. Having been badly beaten by Socs, Johnny is convinced they will beat him up again and kill Ponyboy. He feels he has no choice but to use extreme measures against the Socs.
3. Answers will vary. Johnny and Ponyboy feel scared because they don’t know what will happen next. Pony is bored because there isn’t much to do. Johnny feels happy because his life is simple and peaceful for the first time.

4. The change was difficult for Ponyboy because he likes his hair, which gives him a positive self-image.

5. Johnny admires the Southern gentlemen in the novel, especially because they remind him of Dally.

6. Answers will vary. The words mean that nothing beautiful or perfect lasts forever, especially youth.

Review your answers and reread any sections of the story to help you clarify answers as needed. The author uses descriptive words and dialogue to convey the emotions of the characters in the story. Use these as clues if you are confused about a character’s feelings or perspective. As you read, you will notice that some of the characters are changing their perspective as the story evolves.

Finally, write a paragraph in your ELA Journal answering the following question:

Does defending a friend’s life justify Johnny’s actions in the park? Explain why or why not.

TEACHING NOTES

This is an opportunity for your student to reflect on personal views and moral dilemmas. Encourage your student to take his or her time identifying his or her position and the justification for his or her response. Your student may want to discuss thoughts on the topic, or just write out his or her response. There is no right or wrong way to approach thinking through this activity.

POSSIBLE RESPONSE

Answers will vary. Your student may suggest that Johnny could have called for help or tried to rescue Ponyboy without resorting to violence. Alternatively, he or she may suggest that stabbing Bob was the only way to save Ponyboy’s life.

This activity required you to reflect on a tough topic. Do you feel you effectively shared your point of view and the rationale behind your response? The characters in the novel all face a number of difficult situations and respond based on past experiences, personalities and personal perspectives.

As you prepare to update your character journal, are you viewing the characters from your perspective or from the point of view of your character? If you are looking at characters from the point of view of your character, several factors impact your perception.

- The way your character views him or herself. Does he or she feel they fit in?
- Does he or she feel that they are a good person?
- How does the perspective of your chosen character compare to the perspective of the narrator?

You can choose to write from the perspective of any characters in this chapter. You may choose a different character from your previous entry. Now, begin writing in your character journal and reflect on the events of the story from the perspective of your character.
This activity required you to reflect on a tough topic. Do you feel you effectively shared your point of view and the rationale behind your response? The characters in the novel all face a number of difficult situations and respond based on past experiences, personalities and personal perspectives.

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1. The way your character views him or herself. Does he or she feel they fit in?
2. Does he or she feel that they are a good person?
3. How does the perspective of your chosen character compare to the perspective of the narrator?

You can choose to write from the perspective of any characters in this chapter. You may choose a different character from your previous entry. Now, begin writing in your character journal and reflect on the events of the story.

Ask your student what he or she can infer from the details the author includes in the text. Encourage him or her to include these inferences in his or her character journal and use details from the text to support their analysis.

In this part of the lesson, you read Chapters 4–5 and analyzed events that may act as turning points in the lives of the characters. Next, you will analyze how your character is handling the events of the story.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
# The Outsiders - Part 4

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To explain how several pieces of relevant evidence link together to support a conclusion</td>
<td>• MyPerspectives textbook</td>
<td>• Watch the video Characterization in Literature.</td>
</tr>
<tr>
<td>• To track and examine significant details of character and plot development, repeated words, ideas and/or symbols through a text</td>
<td>• ELA Journal</td>
<td>• Read The Outsiders by S.E Hinton.</td>
</tr>
<tr>
<td></td>
<td>• Computer</td>
<td>• Complete discussion questions.</td>
</tr>
<tr>
<td></td>
<td>• The Outsiders by S.E Hinton</td>
<td>• Create Character Journal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write an opinion essay about the believability of characters in The Outsiders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write character analyses of Ponyboy, Sodapop, and Darrel</td>
</tr>
</tbody>
</table>

## LEARN

Previously, you read Chapters 4-5 of *The Outsiders*. In this part of the lesson, you will continue reading the novel and explore chapters 6-7.

The characters in this novel are experiencing several life changing events. The author reveals several themes throughout the story through these events. The author uses several techniques to reveal theme. Answer the Quick Check below to show your understanding of one of these techniques.

### QUICK CHECK

Please go online to view and submit this assessment.

### MORE TO EXPLORE

To practice developing dialogue, use the [Dialogue Generator](#).

### MORE TO EXPLORE

To learn more about characterization, watch the video, *Character Traits and Character Development (02:46)*, below:

Please go online to view this video
Theme is a central message or insight conveyed in a work of literature. Notice that some of the themes in this story are about living in a violent world, appearance versus reality, and heroism.

Since there are multiple themes in the novel, using the Searching for a Theme worksheet can help you organize your thoughts and identify the themes. You can even use this worksheet to identify themes as you read each chapter.

Now read Chapters 6–7 of The Outsiders and think about:

- Realizations that characters are having about their roles and relationships
- What central messages or insight is conveyed through these realizations

**TEACHING NOTES**

Please note that the text contains some sensitive subjects. Please evaluate the appropriateness of these subjects for your student. The intent of the learning is to help your student understand the themes or messages about these events to help him or her develop their own perspectives.

You have now completed reading Chapters 6-7 where the characters faced a number of extreme circumstances and events. Next, you are going to respond to discussion questions for Chapter 6–7. You may answer these in your ELA Journal.

As you complete these activities, remember that irony is the result of a contrast between appearance or expectation and reality. In dramatic irony, what appears to be true to a character is not what is revealed to the reader. Look for the characters in this story who are not what they appear to be.

1. What is the difference between Cherry the Soc and Cherry the dreamer? Which one can help Johnny and Ponyboy?
2. Do you think Ponyboy and Johnny are unlikely heroes? Why or why not?
3. Explain the irony of Dally’s acting heroically and being treated like a hero.
4. Why do you think Ponyboy and Johnny risk their lives to save the children in the church?
5. How does Ponyboy’s relationship with Darry change in the hospital?
6. Explain the irony in Ponyboy’s original view of Randy Adderson and what he later learns about Randy.

**TEACHING NOTES**

POSSIBLE RESPONSES

1. Cherry the Soc would stick with the Socs and feel superior to greasers. Cherry the dreamer can’t stand fighting, watches sunsets, and is an individual capable of telling the truth to help Johnny and Pony.
2. Some students may suggest that they’re unlikely heroes because, as greasers, they have a negative image that is very different from the image of a typical hero.
3. Dally had always acted as if he didn’t care about anything; he often committed petty crimes.
4. They rescue the children because they are brave and good-hearted. They also feel responsible because one of their cigarettes may have started the fire.
5. Ponyboy finally understands that Darry loves him.
6. Ponyboy thought Randy was just another self-centered Soc with an easy life. He finally sees that Randy has problems and that life is not perfect for him either.
INTERACTIVE ACTIVITY

Take a minute to review your responses. Were you able to effectively analyze the emotions and points of view of the characters? If you had difficulty with any of the questions take a few minutes to reread sections of the text to provide clarification.

Now, you will prepare to update your character journal, analyze and reflect on the character interactions and events that occurred in these chapters.

How will your character respond to these events in his or her journal? Think about:

- The revelations characters are making and how these revelations change their views of self and others
- The family relationships and traditions of the characters

You may use your ELA Journal as your character journal. You may choose to write as the same character or choose a different character from these chapters. Compare your thoughts of the events in your reading to the thoughts of Ponyboy. Remember, you can write observations, reflections, add pictures, and include experiences and interactions that you encounter as the character. Feel free to include the date and time of your entry as if you were the character.

Now, begin writing in your character journal and reflect on the events of the story from the perspective of your character.

TEACHING NOTES

Encourage your student to think about the intensity of the emotions his or her character is feeling as the character experiences the extreme events in these chapters.

You have now completed Chapters 6–7. You are officially halfway through the novel. The characters in the novel are experiences a number of life altering events. Each individual responds differently based on their personality and life experiences. In the next part of the lesson, you will continue to analyze the responses of the characters in the text.
The Outsiders - Part 5

In the last part of the lesson you read Chapters 6–7 of The Outsiders. Now, you will continue reading the novel and explore Chapters 8–9.

In a moment, you will continue reading The Outsiders. Think about the following questions:

- How is the plot shaping the characters?
- What can you infer from the conversations the characters are having with each other?

Now read Chapters 8–9 of The Outsiders.

You have completed reading chapters 8-9 of The Outsiders. The events in these chapters can be described as pivotal moments or potentially life-changing events. Next, you are going to respond to discussion questions for chapters 8-9. You may answer these as a discussion with a friend or family member or jot your thoughts down in your ELA Journal.

1. What point is Ponyboy trying to make when he asks Cherry if she can see the sunset from the West Side?
2. What are the attitudes of Ponyboy, Darry, Soda, and Dally toward the upcoming rumble?
3. Why do you think Johnny asks for a copy of Gone with the Wind?
4. Why do the greasers roughhouse, chant, and sing before the rumble?
5. What effect does the rumble have on the greasers’ problems?
6. Johnny’s final words to Ponyboy are “stay gold.” To what is Johnny referring? What do these words tell you about his character?

**TEACHING NOTES**

Remind your student that the details the author includes in the text can be used as clues to help him or her infer meaning and support his or her analysis of the story.

**POSSIBLE RESPONSES**

1. Ponyboy is saying that even though he and Cherry are from different sides of town, they aren’t that far apart in feelings.
2. Ponyboy fears the rumble; Darry feels it will prove a point, and he likes to fight and show his strength; Soda likes the action and the contest; Dally feels it is a point of honor and an opportunity for revenge.
3. Johnny admires the gallantry of the Southern gentlemen in the novel; Johnny may compare his actions to theirs and be comforted by thinking about them.
4. They are gearing up for the fight by getting their energy and anger flowing.
5. Answers may vary. The rumble doesn’t solve problems because the same gang conflicts exist after the fight; others may say that the rumble has settled an important turf battle.
6. Johnny’s final words refer to the Robert Frost poem Ponyboy quoted to Johnny at the church. Johnny’s words indicate that he is kind, good-hearted, and a concerned friend to Ponyboy.

Review your responses. Were you able to infer meaning from the details the author included in the story? Take a few minutes to reread sections of the story to provide clarity for any questions you had difficulty answering.

Johnny refuses to see his mother at the hospital. In a brief paragraph, tell how the mother’s relationship with Johnny is different from the greasers’ relationship with Johnny. Then, tell who you think is ultimately responsible for Johnny's refusal to see his mother, and why.

Write this paragraph in your ELA Journal.

**TEACHING NOTES**

Encourage your student to support his or her answer with details or quotes from the story.

Possible response: Johnny's mother doesn't really care about him, and he's afraid she will say something hurtful. The greasers are accepting of and concerned about Johnny and have been there for him in the past. Your student may make a case for the mother, Johnny, or the greasers as the responsible parties for this breakdown in the relationship between Johnny and his mother.

Review your response. Did you clearly express your analysis? If you need additional details to support your response, take a few minutes to reread sections of the story and identify information to include in a revised response.
Next, you will update your character journal. As you prepare to update your character journal, think about the word choices your character would use to retell the events in these chapters. Think about how your chosen character’s response to the events is similar or different from Ponyboy’s. Think about how your chosen character would express themselves: what kinds of words would he or she use? What would he or she find shocking about the events of this chapter? Include some sort of illustration to accompany your journal entry.

Analyze how Hinton develops the point of view of your chosen characters to answer the questions above, Think about their actions and reactions. Think about dialogue they had in the text. Look closely to ensure your writing is true to the point of view Hinton develops in the story.

Now, begin writing in your character journal and reflect on the events of the story from the perspective of your character.

Encourage your student to take time to draw or create a picture that expresses the feelings and emotions of his or her character. If your student is interested in using a comic book format to create his or her journal entry, consider using one of the student-friendly programs noted on the CommonSense Media website.

In this part of the lesson, you completed reading Chapters 8–9 of the text. Your Character Journal should illustrate how your character is responding to these events. In the next part of the lesson, you will read Chapters 10–11 of the text and analyze the impact the events have had on the characters in the story as well as how these characters have grown.

Please go online to view and submit this assessment.
The Outsiders - Part 6

Objectives
- To explain how several pieces of relevant evidence link together to support a conclusion
- To track and examine significant details of character and plot development, repeated words, ideas and/or symbols through a text

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- The Outsiders by S.E Hinton

Assignments
- Watch the video Characterization in Literature.
- Read The Outsiders by S.E Hinton.
- Complete discussion questions.
- Create Character Journal.
- Write an opinion essay about the believability of characters in The Outsiders.
- Write character analyses of Ponyboy, Sodapop, and Darrel

LEARN

In the last part of this lesson, you read Chapters 8–9 of the text which included sickness, death, and a rumble. Now, you will read Chapters 10–11 and analyze the way characters respond to these events. Do you think their responses in this point of the novel would be different from their responses at the beginning of the novel?

At this point in the story, you have analyzed the characters based on their character traits and response to events in the story. Some of these characters have evolved or turned out to be different than you originally thought.

As you continue reading The Outsiders, think about the following questions:
- Are the characters responses to the events of the text believable?
- Are the characters shaped by the situations, events, and relationships in their lives in a believable way?

As you read, identify events and passages that identify why your character responds to situations in a certain manner. Pay attention to the sensory details the author uses that paint a clear picture of the people, things, places, and events in the narrative. Use evidence from the novel when responding to questions, prompts, or your observations as you read.

Now read Chapters 10–11 of The Outsiders.

TEACHING NOTES

Encourage your student to think about the details in the text that make the story believable or unbelievable. He or she should consider if the actions and reactions of the characters seem reasonable. If your student is having difficulty deciding, you might ask him or her questions such as:
- Some extreme events have happened in these chapters. Do you think the characters’ reactions are the appropriate level for the difficult things that have occurred?
- Do you think Ponyboy is reacting appropriately based on all he’s been through?
Next, you are going to analyze the character’s reaction to the events of the story as well as the consequences of their actions to respond to discussion questions for Chapters 10–11. Jot your thoughts down in your ELA Journal.

1. Why do you think Dally behaves as he does after Johnny’s death?
2. Do you agree with Ponyboy’s statement that Dally “died gallant”? Why or why not?
3. How does Ponyboy’s illness affect Darry and Soda?
4. How does Ponyboy’s reaction to Bob’s yearbook picture reflect the theme of appearance versus reality?

**TEACHING NOTES**

Remind your student that he or she is expressing his or her opinion and using inferences from the story to respond to these questions. Encourage your student to use several details from the story to support his or her analysis.

**POSSIBLE RESPONSES**

1. Dally doesn’t want to live anymore, since Johnny was what he cared about.
2. Dally “died gallant” because he had been gallant in his life, protecting Johnny, rescuing him from the fire, and helping Johnny and Ponyboy hide. Others may suggest that he died senselessly, that there was nothing gallant in robbing a store and getting gunned down by police.
3. They are concerned and watch over him constantly.
4. Ponyboy initially hated Bob and thought of him as an arrogant Soc. He realizes that Bob is an individual with both good and bad qualities.

At this point you should be getting pretty good at writing from the point of view of different characters!

You have completed reading Chapters 10–11. As you prepare to update your character journal, think about details from the text that support your analysis of the realism of the story. How does your character’s journal entries reflect and support realistic responses? You may write from the point of view of a character you have chosen before, or you may choose a new character.

As you write, think about:

- Your character’s response to death
- Your character’s response to Johnny's dying words
- How these responses are similar or different to Ponyboy's

As you write, analyze how Hinton developed your chosen character’s perspective to the events of these chapters. What actions did your character take? What dialogue did he or she have in reaction? What change has your character gone through, and how did Hinton reveal that change? Now, begin writing in your character journal and reflect on the events of the story from the perspective of your character.
Prompt your student to note details and events from the story, including physical and verbal responses to highlight his or her character’s feelings and personality. Your student should include a comparison to Ponyboy’s feelings in the text.

In this part of the lesson, you analyzed the character traits and events that inform the responses of your character to people and events. Next, you will finish the novel and reflect on the themes and message of the text.

Please go online to view and submit this assessment.
In this part of the lesson, you will finish reading *The Outsiders* by S.E. Hinton. Throughout this unit, you explored events that dramatically impacted the lives of characters. In most instances, these characters only faced one significant event. The characters in *The Outsiders* experienced several traumatic events.

In a moment, you will continue reading *The Outsiders*. Think about the following questions:

- What events throughout the story resulted in the narrator’s current perspective on life?
- How is this perspective different from his perspective at the beginning of the novel?

Before you begin reading the final chapter of the novel, let’s review the importance of themes in the text. Watch the video *How to find the Theme of a Story* (04:52).

As you read, think about the themes throughout the text. What messages is Hinton trying to send you, the reader, because of Ponyboy’s change in perspective?

Now read Chapter 12 of *The Outsiders*.

Next, you are going to analyze Ponyboy’s reaction to the events of the story as well as the consequences of their actions to respond to discussion questions for Chapter 12. You may answer these in your ELA Journal.

1. What insight does Ponyboy reach about living in a violent world?
2. In what ways has Ponyboy’s life and attitude changed since the beginning of the story?
3. How is the plot of the story finally resolved?

**POSSIBLE RESPONSES**

1. Ponyboy realizes that boys in gangs died because they were mean and hated the world; he realizes that there is good in the world, but the boys wouldn’t believe.
2. Three of Ponyboy’s contemporaries have died; he realizes that Darry loves him; he realizes he didn’t recognize that Soda has problems, too; he learns that people share a basic humanity.
3. Ponyboy and Soda remain with Darry; Ponyboy comes to terms with Johnny’s death and decides that he will not live in violence; he decides to write their story.

You have completed reading *The Outsiders* by S.E. Hinton. As you prepare to write your final journal entry, think about the way a character has grown or how his or her perceptions have changed through the story. You may continue writing as a character you have already chosen, or you may choose a new character.

Use your final entry as an opportunity to reflect on and summarize the events of the novel.

Now, write your final entry in your character journal.

**TEACHING NOTES**

Prompt your student to reflect on the final chapter of the novel as well as the book as a whole from the perspective of their character. Encourage your student to have his or her character answer the question, what can cause a sudden change in someone’s life?

Congratulations, you finished reading *The Outsiders* and created a character journal to demonstrate your understanding of the impact of turning points on a person's life! In the next part of this lesson, you will conclude your learning through a writing assignment.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
In this part of the lesson, you will share your opinion about the novel, *The Outsiders*. An opinion is a view or judgment that isn't necessarily based on facts. Your opinion is the way you feel or think about a topic. Before you write your essay, practice identifying opinions by completing the Fact and Opinion Game. As you play, read the statement at the top of the screen and click on the word fact or opinion to capture your response.

Now, you will write an essay in which you state and defend an opinion to this question: Does the author, S.E Hinton, create a cast of believable characters in her book, *The Outsiders*?

As you are brainstorming ideas for your response, think about additional questions that may help you identify details from the text to support your response.

- Are the characters shaped by the situations, events, and relationships in their lives in a believable way?
- Do the characters respond to the setting appropriately?
- Does the conflict cause the characters to change in a believable way?

Now, write an essay in which you state and defend an opinion to this question: Does the author, S.E Hinton, create a cast of believable characters in her book, *The Outsiders*?

ANOTHER WAY

WRITING ABOUT WHETHER OR NOT CHARACTERS ARE REALISTIC

You have been asked to write an opinion on whether or not the author of *The Outsiders* created characters that were believable in the novel. Before you do this, you should brainstorm ideas to help you write your opinion. To help you do this, you can use a graphic organizer. You will be using a Web B Graphic Organizer. In the middle, write your topic, which is your opinion about whether or not the author has created believable characters. Then write details in the six areas provided. You do not have to fill out each area. Feel free to re-read or skim parts of the novel as needed.
TEACHING NOTES

Your student has been asked to complete a Web B Graphic Organizer so that he or she can brainstorm about whether or not he or she thinks that the author of the novel *The Outsiders* created believable characters. Your student can get ideas and brainstorm using the graphic organizer.

USE FOR MASTERY

Upload your answer below.

**USE FOR MASTERY GUIDELINES & RUBRIC**

Did you:

- Present a clear claim with reasons?
- Include at least three examples or quoted pieces of evidence from the text to support your claim?
- Analyze at least three pieces of evidence to make connections to your claim?
- Use words or phrases to connect ideas in your writing?
- Write a strong conclusion that supports the argument?

TEACHING NOTES

If you have a preferred reading assessment platform, such as www.raz-kids.com, assess your student's reading ability at this time. You may choose to take one or two more class sessions to assess your student. Allow ample time for your student to read, think, and demonstrate his or her growth as a reader.
UNIT QUIZ

Please go online to view and submit this assessment.