Grade 8
English Language Arts
with Additional Supports
2020
Part A
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Getting Started
Welcome to Calvert

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
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.
RESOURCE 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.

- **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.

- **Rate Your Enthusiasm** will appear periodically after your lessons, so you can give us real-time feedback during your course.

- **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.

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**ONLINE PLATFORM ACCESS**

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:

1. Our online platform called Calvert Teaching Navigator (CTN). You can access CTN online at [http://login.calvertlearning.com](http://login.calvertlearning.com). Your school's Learning Management System (LMS).
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!

Use this Explanatory Rubric to provide your student with feedback in these lessons:

- Unit 1: SHOW Rites of Passage - Part 2

Use this Narrative Rubric to provide your student with feedback in these lessons:

- Unit 1: The Medicine Bag - Part 6
- Unit 3: Follow the Rabbit-Proof Fence - Part 3
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.

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

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

4. 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 - Rites of Passage
Project: Rites of Passage

What does it mean to be an adult? Do you become an adult when you move out on your own? When you get your first car? When you are the oldest child in your family? With each person you ask, you might get a different answer. The answer becomes even more complex as you move across time and cultures.

What does being an adult mean to you? What are the events that will lead you to adulthood?

In this project, you will read a number of texts that illuminate the rites of passage for children in many cultures and times throughout the world. A rite of passage is a powerful experience that moves someone from childhood to adulthood. You will also research cultures that interest you or are connected to your family. You will then write an article called “Rites of Passage” in which you report on various views about becoming an adult. As you are writing your article, you should group information and use features to organize your ideas for readers and to show similarities and differences among rites.

Now watch a short video called Dear Graduates in myPerspectives Unit 1: Rites of Passage, Unit Introduction, Unit Activities to learn more about rites of passages (1:46).

Make notes of some rites of passage that you thought of after watching this brief video in your ELA journal. Think about these questions as well:

- What's the difference between a child and a teenager? Is it just age?
- Is becoming an adult just about a person's age and physical appearance? Or is it more of a mental transformation, a way of looking at the world?

TEACHING NOTES

Your student may come up with various responses to the video including: graduation from high school, middle school, learning to walk, religious ceremonies like confirmation or bar or bat mitzvahs, getting a driver's license.

Your student should think about the differences between children and teens, the levels of responsibilities that are placed on them as they mature, and the level of expectations that grow as they do.
For this project, you will be researching several rites of passage across cultures and find similarities in them. You will write an informative, nonfiction article about them which may include graphics to aid in presenting your research.

Here is what your project needs to include:

- Research into rites of passage that are not included in the readings of this unit. You will need to evaluate the credibility of sources while researching and provide a works cited page.
- One to two paragraphs each about various rites throughout time and culture.
- Use of text features, such as headings, to organize information in your article. For example, under these headings you can collect similar rites or show directly conflicting ideas.
- Illustrations or other items to enrich the article.

**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.

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**TEACHING NOTES**

In this project, your student will be researching several rites of passage across cultures and finding similarities in them. Your student will write an article about these rites, which may include graphics to aid in presenting his or her research.

Here is what your student should be doing for his or her project:

- Your student will research various rites of passage that resonate with him or her. Your student should think about the sources he or she is finding and ensure the sources are credible. Use [Purdue OWL](#) as a resource to verify the credibility of your sources. Your student should take notes during this research, including quotations that he or she will use in the article.
- Your student may choose as many rites as he or she thinks are relevant to becoming an adult; however, he or she must have at least two. Your student will need to provide a Works Cited page in the correct citation format.
- Your student should use precise language in the paragraphs introducing and developing the rites of passage. After writing, your student should think about which paragraphs connect. He or she should use text features (pictures, headings, etc.) to emphasize connections. Connections may include similar rites or directly conflicting ideas. After considering such connections and text features, your student should revise the body paragraphs for ideas to make sure they are clear.
- Your student should write a minimum of one to two paragraphs for each rite.
- Your student may add illustrations or other items to enrich the article.
Both the **Teacher Rubric** and **Student Rubric** are available as blackline masters that can be printed for reference throughout the project.

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**COLLABORATION**

Share what you believe makes someone an adult. Is it age or an event? Give evidence for your answer as you talk to your group.

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**RATE YOUR EXCITEMENT**

Please go online to view and submit this assessment.
LEARN

LEARN ABOUT...
ROSES

You are going to be reading a nonfiction work called “Red Roses.” Before you do so, let’s get some background knowledge!

Read this article, called “Rose Facts for Kids,” to help you learn more about these flowers. The article contains a bulleted list of facts. Use this bulleted list to keep track of the facts in the article. After you read this article, you should know more about roses.

After you read, answer these questions about roses:

1. How many species of roses are there?
2. What does a red rose symbolize?

TEACHING NOTES

Your student will be reading a background article about roses. This will prepare your student for a later portion of the lesson, in which he or she will read a nonfiction text that talks about these flowers.
In this first unit of Grade 8, you will be reading many texts in which the characters are fictional, or the setting or cultures are different from yours. Think about how you can relate to the readings despite such differences. The first of these texts is a narrative entitled “Red Roses.” As you read “Red Roses,” think about the following questions and write your responses in your ELA Journal:

- How does the narrator’s attitude change as the story goes progresses? What are her first reactions? What are her later responses? When does she begin to respond differently?
- Why does she change?
- What are some of the descriptive details the author uses and the events that the author describes? Why might these details be important to conveying the theme or message of the story?

Now, read the Launch text Red Roses in myPerspectives Unit 1: Rites of Passage, Unit Introduction.

TEDCING NOTES

- At first the narrator does not make fun of Derek, but she does avoid him. When he leaves her the roses, she responds by getting angry. When he begins to cry, the narrator thinks of his reputation and takes the roses, even though she does not want to, in order to keep him from being known as a “crybaby.”
- The author includes details such as the kinds of presents that Derek left her as well as his quivering lip to show how Derek appreciated how she treated him.

When you have finished reading and responding to the thinking questions, begin working on the Word Network in the Launch Text: Nonfiction Narrative section of your textbook. You will complete it as you read various texts in this unit about rites of passage.
Then, write a brief, informative summary of “Red Roses.” A summary is a concise, complete, and accurate overview of a text. Here are some tips for writing a summary:

- Write in the present tense.
- Make sure to include the title of the work.
- Be concise: a summary should not be equal in length to the original text.
- If you need to quote the author’s words, use quotation marks.
- Don’t put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author says, not to provide a critique.

TEACHING NOTES

Possible summary: In “Red Roses,” Lila shares an experience from when she was a middle school student. She remembers a boy named Derek who seemed different from other students. She explains that she initially ignored him, but he began to leave gifts for her each day. Her friends teased her, and so the gifts annoyed her. One day, Derek presented Lila with a dozen roses. She got angry with him and told him to leave her alone, but then she noticed that he looked like he was going to cry. To protect him, she took the flowers and carried them all day in school. They never spoke again, but she counts this as an important day in her life. It was a day she did something she didn’t want to do just to protect someone else.

ANOTHER WAY

SUMMARIZING “RED ROSES”

You have been asked to read a nonfiction narrative called “Red Roses” and write a summary.

A Flow Chart Graphic Organizer can be helpful when writing summaries. Write the topic, “Summary of ‘Red Roses,’” at the top. Use the blanks on the flow chart to summarize the reading. Read and reread the text as needed to complete the summary. It’s okay if you don’t use all of the blank spots. If you need more space, use a second flow chart. Just make sure to list all the main events from the reading.

Completing this graphic organizer should help give you a better overall understanding of the reading, which you will be analyzing and writing about in more detail later.

TEACHING NOTES

Your student will complete a Flow Chart Graphic Organizer to help summarize a nonfiction narrative, “Red Roses.” This will help your student break down the reading and better understand it, in order to write a summary.
Your student’s graphic organizer might include some of the following ideas:

**Topic: Summary of “Red Roses”**

1. Narrator wanted to fit in in middle school and was wary of Derek, who did not fit in and whom others made fun of (but whom she did not make fun of).
2. Derek likes the narrator, Lila, and leaves her gifts in her jacket, locker, desk, etc.
3. Lila doesn’t like Derek back and tosses all the gifts in her closet at home. She ignores Derek.
4. One day Derek gives Lila a dozen red roses in the cafeteria. She tells him to leave her alone, but does take the roses when she realizes he is about to cry.
5. After that, Derek stops giving her gifts, but they do nod at each other at times.

In this part, you began exploring rites of passage for people all around the world. These can be large or small moments in life. In the next part, you will read a story about a specific culture in which a rite of passage could cause some embarrassment for the narrator.

✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
The Medicine Bag" - Part 2

Objectives
- To analyze a short story about coming of age which introduces the topic of the project
- To analyze how changing the point of view would affect a story

Books & Materials
- MyPerspectives textbook
- Launch text: "Red Roses"
- "The Medicine Bag" by Virginia Driving Hawk Sneve
- ELA Journal
- Computer

Assignments
- Watch the video Dear Graduates - A Message from Kid President.
- Complete Academic Vocabulary chart.
- Read, complete word network, and summarize the Launch text "Red Roses."
- Complete first read for "The Medicine Bag" by Virginia Driving Hawk Sneve and Comprehension Check questions.
- Complete Concept Vocabulary and Word Study activities.
- Complete Close Read and Analyze the Text questions for "The Medicine Bag" by Virginia Driving Hawk Sneve.
- Analyze symbolism and verbs in active and passive voice.
- Rewrite the story "The Medicine Bag" from Grandpa's point of view.

LEARN

LEARN ABOUT...
You are going to be reading a short story, "The Medicine Bag," which involves Native American reservations. Before you do so, read Native Americans: Indian Reservations to help you learn more about reservations. Use the pictures included with the article to increase your understanding. After you read this article, you should know more about Native American reservations.

After you read, answer these questions about Native American reservations:

1. **True or false:** The U.S. government often stole land from Native Americans that had already been promised to the natives.
2. **How many states in the USA have Native American reservations?**

TEACHING NOTES
Your student is reading a background article about Native American reservations. This will prepare your student for a later portion of the lesson, in which he or she will read a short story involving this topic.

Your student can use the pictures in the article to increase his or her understanding. After reading this article, your student should know more about reservations.
**FLUENCY**

**READING WITH ACCURACY**

Great readers read accurately. For reading to be fluent, words must be pronounced correctly. In this lesson you are going to practice reading accurately. To do this, you are going to reread a part of *The Medicine Bag*. Rereading will help you get better at reading.

You have been reading now for many years. All of that reading and rereading has really helped you learn many words that you know by heart. These are words that you can read accurately, quickly, and you understand what they mean. This is called automaticity. However, there may be some words you have never seen, and you might struggle with sounding out those words. One way you can figure out tricky words is by breaking them into syllables and reading each syllable at a time.

Watch the video below to practice reading words syllable-by-syllable. When you break a word into syllables, you can read manageable chunks of the word and then put the chunks together.

*Please go online to view this video.*

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 syllables 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 how to chunk tricky words into syllables to help you read them. 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.

Now practice reading some vocabulary words from "The Medicine Bag." Split each word into syllables and read the words syllable-by-syllable. The first three have been completed for you.

- state/ly
- im/pressed
- ex/agg/er/a/ted
Not only is it important to be able to read these words, but it is also important to understand what these words mean. If you do not know the meaning of the words, then you will not be able to understand the story. Talk with your Learning Guide about what the meaning of these words could be.

Look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. Look over what you need to be proficient in reading accurately.

Now you are going to reread the first six paragraphs of The Medicine Bag. Your goal is to read the excerpt from the text smoothly and accurately. Remember, it is okay to slow down when you get to tricky words! Just chunk these words into syllables to help you read them.

After reading, talk with your Learning Guide about any words that were tricky for you and discuss the strategy you used to help you figure the word out. Talk to your Learning Guide about words you read with automaticity. Talk with your Learning Guide about any new words you read. Did the meaning of the words you sounded out earlier become clearer once you read them within the sentences? Talk with your Learning Guide about this.

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.

Discuss with your student how reading accurately helps with reading fluency because it makes reading sound smooth.

Watch this video to practice reading words syllable-by-syllable. Practice breaking the words into syllables and reading. Discuss with your student the meaning of the words. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now open up The Medicine Bag. Have your student read the first six paragraphs 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.

Now you will 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 he or she reread the text, the reading sounded smoother and smoother. For reading
to be smooth, it will sound like talking without stumbling over words. Last, look over the rubric and discuss how your student did, focusing on the reading with accuracy section.

If your student continues to make mistakes after rereading two times, write the words down that he or she is struggling with. Have your student separate the words into syllables and practice sounding the word out syllable-by-syllable. Then have your student read the paragraphs one more time.

In the last part, you read a short piece of narrative nonfiction about a rite of passage for a young woman who learned to protect another person's feelings. Now, you will continue looking at rites of passage in the story “The Medicine Bag.” As you read, think about the following questions:

- Who is the story about?
- What, where, and when does it happen?
- Why do those involved react as they do?

Complete a first read for The Medicine Bag in myPerspectives Unit 1: Rites of Passage, Whole-Class Learning.

**VOCABULARY**
- wearily
- fatigue
- sheepishly
- straggled
- frail

**COMPREHENSION**

**TEXT-TO-SELF CONNECTIONS**

Good readers make connections to what they are reading. Good readers recognize when a text reminds them of something that has happened in their own lives. This is called making a “text-to-self” connection.

As you read “The Medicine Bag,” think about similar experiences you have had with relatives in your own life. Have you ever felt embarrassed by someone you know? How did you behave? How did you feel?
When a text reminds a reader of moments in his or her own life, the reader is making connections to those moments in order to better understand the text’s plot and characters.

Practice making these connections by writing answers to the following questions in your ELA journal:

- This text reminds me of...
- Something similar has happened to me when...
- My feelings when I read this were...

**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 were your feelings when you read this?

When you have finished your first read for “The Medicine Bag,” complete the **Comprehension Check** questions in the **Making Meaning** section of your text. You may write your answers in your ELA Journal.

**TEACHING NOTES**

**Comprehension Check Possible Responses:**

1. Grandpa sounds glamorous to the narrator’s friends because they picture him as a character from television or the movies. The narrator also admits to exaggerating in the stories he told his friends about Grandpa and the reservation.
2. He faints because of heat exhaustion; he gets too tired and hot.
3. It is passed down to the sons in the family. Grandpa got it from his father. Grandpa’s son died with no sons, so now it will go to Martin—Grandpa’s great-grandson.
4. The medicine bag holds a piece of iron from Grandpa’s father, a pebble from the butte where he went for his vision quest, and a piece of sacred sage. At the end of the story, Martin adds more sacred sage from the reservation.

Notebook: Summaries will vary; however, your student should include details such as:

- Martin is initially embarrassed by Grandpa.
- Grandpa has come to give Martin his medicine bag.
- Martin doesn’t want the medicine bag.
- Martin is given the medicine bag and comes to accept his Native American heritage.
You have been asked to think about some questions and summarize a story called “The Medicine Bag.” A Five W's Chart can be helpful. Use the chart to answer these five questions about the story:

- Who is the story about?
- What happens?
- Where does it happen?
- When does it happen?
- Why do those involved react as they do? Replace the question on the chart, “Why did it happen?” with this question and answer it instead.

Writing answers to these questions will improve your comprehension of the text.

Your student will complete a Five W's Chart to answer questions about “The Medicine Bag.”

Your student’s graphic organizer might include some of the following ideas:

- Who is the story about? The narrator, Martin, and his great-grandfather “Grandpa,” parents, and sister.
- What happens? Grandpa visits, stays with the family for two months, and gives Martin the traditional medicine bag before passing away.
- Where does it happen? In the narrator’s hometown in Iowa.
- When does it happen? When the narrator is a teenager.
- Why do those involved react as they do? Although Martin is initially embarrassed by his great-grandfather coming to visit and worried about what his friends and classmates might think, he begins to appreciate him being there. His sister is always glad her great-grandfather is there, as are Martin’s parents.

Review your answers with your Learning Guide. Reread your summary. Did you include all the important points from the story? Make sure your summary is objective and does not include any opinions. Remember that summaries should only be facts from the text.

Building your vocabulary will make you a better reader and writer. Go to the Language Development section of your textbook and find the Concept Vocabulary exercises. Use your ELA Journal to complete the Practice, Word Study, and Animal Words activities.
VOCABULARY

WORD-SOLVING STRATEGIES: WHAT DO YOU ALREADY KNOW?

You will find unfamiliar words in a text as you read. What will you do? As you begin Unit 1, take some time to think about what you already know about word-solving strategies. How do you figure out the meaning of unfamiliar words as you read?

Think about these questions and discuss them with your Learning Guide. Summarize your thoughts in your ELA Journal.

- What do you do when you are reading and you don't know a word?
- What word-solving strategies are you already good at?
- What helps you remember words?
- Where can you look to find definitions of words you don't know?

Now practice using some of the strategies you already know to solve the following words from “The Medicine Bag.” Make a list of these words in your ELA Journal and look for them in the text. What do you think each word means?

- wearily
- fatigue
Create a word wall and add these words. Locate your word wall in a convenient place. You will need to refer to it when you speak and write. Add each new word to your word wall throughout the unit.

TEACHING NOTES

Help your student answer the questions. Here are some possible strategies your student is familiar with:

- Use text features such as pictures, captions, and/or bold print
- Look for clues to a word’s meaning in the sentences around the word.

Assist your student as needed as he or she solves the meaning of each word from “The Medicine Bag.” Your student should start a word wall and write the new words on the word wall. Keep the word wall where it can be easily seen and used. Encourage your student to use these new words in writing and speaking.

In this part, you read a short story about a young man facing the legacy of his Native American past when his grandpa comes straggling into town. This young man undergoes a rite of passage at the end of the story. In the next part, you will continue with a close read of the story, focusing on analyzing the text.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been reading to understand events in a story and how characters react to those events. You can analyze a sentence to understand how an author uses individual words to add meaning. An author can use verb forms as other parts of speech in a sentence. One of these verb forms is the participle.

Read this sentence from “The Medicine Bag.”

Maybe we exaggerated and made Grandpa and the reservation sound glamorous, but when we returned home to Iowa after our yearly summer visit to Grandpa, we always had some exciting tale to tell.

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 look at the way the author uses verb forms as different parts of speech. You can think about how this adds meaning to a sentence.

You have learned about multiple verb forms. Can you find all the sentence chunks with verb forms on them? Challenge yourself to identify each tense or form.

After you have identified the verb forms, concentrate on the chunk with *exciting*. This is a verbal called a participle. A verbal is a verb form which functions as a noun or an adjective. You know that there are past participles and present participles. Which type of participle is *exciting*? How do you know?

Participles can have various functions. They can be used in multipart verbs. They can be used as adjectives. They can be used as nouns. (When a participle is used as a noun, it’s called a gerund.)

Look at the chunk again. How does the present participle *exciting* function in the sentence? What does this mean?

When you think about a verbal in a sentence, you can think about its function. You can also think about the effect it has on the sentence’s meaning.

Read the sentence again. The author could have just written “some tale.” How does the present participle *exciting* add to the meaning of the sentence? What does it help you understand?

**Step 4**

The author used a present participle to modify a noun. This means the participle is functioning as an adjective. You can use participles in your writing, too. This is a great way to add details to sentences to enrich their meaning.

Remember, a present participle is formed by adding *-ing* to a verb. Be careful, though! The *-ing* ending doesn’t always mean the word is a participle.

Can you find the present participle in these sentences?

Cooking exhausts me, so I decided to take a break and get some fresh air. I was walking down the sidewalk when I found a shaking puppy in the grass.

Use a present participle in a sentence about “The Medicine Bag.”

Talk to your Learning Guide about the effect of the present participle in your sentence. How does it strengthen the sentence?
Your Learning Guide has divided this sentence into chunks. You can break down the sentence to look at the way the author uses verb forms as different parts of speech. You can think about how this adds meaning to a sentence.

You have learned about multiple verb forms. Can you find all the sentence chunks with verb forms on them? Challenge yourself to identify each tense or form.

After you have identified the verb forms, concentrate on the chunk with exciting. This is a verbal called a participle. A verbal is a verb form which functions as a noun or an adjective. You know that there are past participles and present participles. Which type of participle is exciting? How do you know?

Participles can have various functions. They can be used in multipart verbs. They can be used as adjectives. They can be used as nouns. (When a participle is used as a noun, it's called a gerund.)

Look at the chunk again. How does the present participle exciting function in the sentence? What does this mean?

When you think about a verbal in a sentence, you can think about its function. You can also think about the effect it has on the sentence's meaning.

Read the sentence again. The author could have just written "some tale." How does the present participle exciting add to the meaning of the sentence? What does it help you understand?

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The author used a present participle to modify a noun. This means the participle is functioning as an adjective. You can use participles in your writing, too. This is a great way to add details to sentences to enrich their meaning.

Remember, a present participle is made by adding -ing to a verb. Be careful, though! The -ing ending doesn't always mean the word is a participle.

Can you find the present participle in these sentences?

Cooking exhausts me, so I decided to take a break and get some fresh air. I was walking down the sidewalk when I found a shaking puppy in the grass.

Use a present participle in a sentence about "The Medicine Bag."

Talk to your Learning Guide about the effect of the present participle in your sentence. How does it strengthen the sentence?

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:

- Maybe we exaggerated
- and made Grandpa
- and the reservation
- sound glamorous,
- but when
- we returned home
- to Iowa
- after our yearly summer visit
- to Grandpa,
- we always had
- some exciting tale
- to tell.

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 Martin and his sister came back from visiting Grandpa, they told their friends stories about him. It means that Martin might have made things on the reservation sound cooler than he really thought they were.

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: There are two adjectives modifying visit. The author didn't put a comma between them because they are cumulative adjectives. The words "summer visit" make up a unit, and yearly 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: “What do you notice about the adjectives that modify visit?”
Maybe we exaggerated and made Grandpa sound glamorous, but when we returned home after our yearly summer visit to Grandpa, we always had some exciting tale to tell.

**Step 3**

Your student should identify these chunks:

- Maybe we **exaggerated** (past tense)
- and **made** Grandpa (past tense)
- **sound** glamorous, (present tense)
- we **returned** home (past tense)
- we always **had** (past tense)
- some **exciting** tale (participle)
- **to tell.** (infinitive)

**Answer:** present; it ends in *-ing*

**Answer:** as an adjective; it modifies *tale*, which is a noun

**Possible response:** It adds meaning because it tells what kind of tale Martin and his sister would tell. This helps me understand why their friends might have been excited to hear stories about their visits to the reservation.

**Step 4**

**Answer:** shaking

You might point out to your student that *cooking* functions as a noun and is therefore a gerund and that *walking* is part of the multipart verb *was walking*.

Your student might write a sentence like this:

> Because he thinks his grandfather is embarrassing, Martin tries to keep his friends away from the house.

Check that your student used the present participle (*-ing* form of the verb) as an adjective. In other words, it should be modifying a noun in the sentence. For example, in the sentence above, *embarrassing* modifies *grandfather*.

**Possible response:** It strengthens the sentence because it helps show why Martin tries to keep his friends away. It tells the reader how Martin feels about his grandfather.

If your student struggles to write a sentence with a present participle, have him or her first write a sentence about the story without worrying about including a participle. Then have your student select a noun in the sentence for which a detail would add meaning or effect. Have your student add a present participle to modify the noun. If necessary, have your student first discuss an action that matches the noun and then turn it into a participle by adding *-ing*. For example, your student could say that Martin’s grandfather embarrasses him, and then turn this into *embarrassing*.
Extension

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

Have your student read this sentence.

Maybe we exaggerated and made Grandpa and the reservation sound glamorous, but when we returned home to Iowa after our yearly summer visit to Grandpa, we always had some exciting tale to tell.

Then say, “In this sentence, the author uses a present participle to modify the noun tale. A present participle is a verbal that functions as an adjective. Past participles also function as adjectives.”

Ask your student to recall how a past participle is formed. Answer: Usually by adding -ed

Remind your student that just because a word ends in -ed doesn’t mean it’s a past participle.

Display this sentence:

Martín’s excited friends loved hearing stories about the reservation.

Ask, “Which word in the sentence is a past participle and which is a past tense verb?” Answer: Excited is a past participle and loved is in the past tense.

Have your student use a past participle in a sentence about a childhood memory.

Your student might write a sentence like this:

When I was a kid I tried to make dinner for my parents, and they still bring up the burned spaghetti I made.

Check that your student used the past participle (-ed form of the verb) as an adjective. In other words, it should be modifying a noun in the sentence. For example, in the sentence above, burned modifies spaghetti, while tried is the past tense of the verb to try.

Ask, “How does the past participle add meaning to the sentence?” Possible response: It helps the reader understand that my cooking wasn’t a success. It shows why my parents keep bringing it up.

If your student struggles to write a sentence with a past participle, have him or her first write a sentence about a childhood experience without worrying about including the participle. Then have your student select a noun in the sentence for which a detail would add meaning or effect. Have your student add a past participle to modify the noun.
LEARN ABOUT...

THE LAKOTA TRIBE

You are going to be reading a short story, “The Medicine Bag,” which involves the Lakota tribe. Before you do so, let’s get some background knowledge!

Read this article, called "Lakota Indian Fact Sheet," to help you learn more about this tribe. The article is structured with questions and answers. Use the questions to help you keep track of the topics in the article. After you read this article, you should know more about the Lakota tribe.

After you read, answer these questions about the Lakota tribe:

1. Where were the original Lakota homelands?
2. True or false: Some Lakota people speak the Lakota language.

ANSWERS

1. Where were the original Lakota homelands? In the present-day states of Wisconsin, Minnesota, North Dakota, and South Dakota.
2. True or false: Some Lakota people speak the Lakota language. True

In the last part, you read a story about a young man receiving a medicine bag from his great grandfather. Now, you will continue your analysis of this rite of passage story by completing close reads of various passages in the story. Good readers pay careful attention to details in a text, so they can make supported inferences about characters and events in the story.

Return to the story The Medicine Bag in myPerspectives Unit 1: Rites of Passage, Whole-Class Learning.

To begin, focus on characterization:

1. In your ELA Journal, note details in paragraph 1 that describe Grandpa’s appearance.
2. Consider what these details might tell the reader. What can a reader infer about Grandpa’s appearance from these descriptions?
3. What is the importance of these details in the text?
Then, go to the Making Meaning section of your textbook and find the Close Read questions. If you have a printed textbook, these will be in the margins of your text. In this part, you will complete the Close Read questions for paragraphs 1, 12–13, 18–21, and 31–32. Write your analysis in your ELA journal.

### TEACHING NOTES

#### PARAGRAPH 1 POSSIBLE RESPONSES

1. “Grandpa wasn't tall and stately like TV Indians. His hair wasn't in braids; it hung in stringy, gray strands on his neck, and he was old.”

2. Grandpa doesn't look like the Indians that people see on TV. The TV Indians described in the selection are based on stereotypes which create distorted expectations for Native Americans.

3. By including these details, the author is suggesting that the narrator might be embarrassed about Grandpa's appearance.

#### POSSIBLE ANSWERS FOR CLOSE READ QUESTIONS

- Paragraphs 12–13 and 18–21: The author suggests—but doesn't directly say—that the narrator is unhappy or embarrassed. The author shows us that Cheryl responds to Grandpa directly. This has set up a contrast to show readers how the narrator’s behavior is different from his sister’s actions. Martin is at an age during which his friends’ opinions strongly influence his actions and feelings. He is conflicted between loyalty to his family and feelings of possible peer judgment. Cheryl does not seem to care about such things; she’s just happy to see her grandfather. This might be because she is younger or because she is less concerned about people needing to look and dress like everybody else.

- Paragraphs 31–32: Grandpa traveled on buses for two and a half days. The text also shows what happened to Grandpa after he arrived in the city and then what happened after he arrived in the narrator's neighborhood. These details show how hard it was for Grandpa to get here, and that he is not that familiar with the city. These details show that Grandpa had a lot of courage to strike out on a new, completely unfamiliar course of action. He also had the persistence to see it through.

### VOCABULARY

**WORD SOLVING STRATEGIES: CONTEXT CLUES**

Using context clues is a good strategy to figure out unknown words. What are context clues? Watch this video to learn more about context clues. Discuss the term with your Learning Guide.
Some authors will give you clues in the text, and it requires detective work to solve word meanings. Context clues are helpful for learning new words and better understanding what they mean. You will work as a detective to figure out what an unfamiliar word means. Read this sentence:

The vixen was not as fortunate.

What does the word *vixen* mean? Sometimes there is not enough context in a sentence to infer the meaning of a word.

Now read this sentence:

“The vixen was not as fortunate as her mate, and was caught in the steel-jawed trap. Her red pelt would bring a good price.”

What clues to the meaning of vixen did you find?

- must be an animal
- female
- has red fur

A *vixen* must be a female animal known for its red fur. Could it be a fox? Use a dictionary to check your meaning.

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**TEACHING NOTES**

Watch the video and discuss it with your student. If your student needs more information or practice in using context clues, complete the other activities associated with the video.

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Today, you closely examined details in the text that reveal character traits and emotions that may not be completely obvious during a first read. In the next part, you will continue this analysis of the story.

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**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
**”The Medicine Bag” - Part 4**

**Objectives**
- To analyze a short story about coming of age which introduces the topic of the project
- To analyze how changing the point of view would affect a story

**Books & Materials**
- MyPerspectives textbook
- Launch text: "Red Roses"
- "The Medicine Bag" by Virginia Driving Hawk Sneve
- ELA Journal
- Computer

**Assignments**
- Watch the video Dear Graduates - A Message from Kid President.
- Complete Academic Vocabulary chart.
- Read, complete word network, and summarize the Launch text "Red Roses."
- Complete first read for "The Medicine Bag" by Virginia Driving Hawk Sneve and Comprehension Check questions.
- Complete Concept Vocabulary and Word Study activities.
- Complete Close Read and Analyze the Text questions for "The Medicine Bag" by Virginia Driving Hawk Sneve.
- Analyze symbolism and verbs in active and passive voice.
- Rewrite the story "The Medicine Bag" from Grandpa's point of view.

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**LEARN**

**FLUENCY**

**READING WITH ACCURACY**

Great readers *read accurately*. For reading to be fluent, words must be pronounced correctly. In this lesson you are going to practice reading accurately. To do this, you are going to reread a part of “The Medicine Bag.” Rereading will help you get better at reading.

You have been reading now for many years. All of that reading and rereading has helped you learn many words that you know by heart. These are words that you can read accurately, quickly, and you understand what they mean. This is called *automaticity*. However, you might struggle with sounding out words that are new to you. One way you can figure out tricky words is by breaking them into syllables and reading one syllable at a time.

Watch the following video to practice reading words syllable-by-syllable. When you break a word into syllables, you can read manageable chunks of the word and then put the chunks together.

Please go online to view this video ▶
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 syllables 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 practiced chunking tricky words into syllables to help you read them. 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 those words.

Let's practice reading some vocabulary words from the short story "The Medicine Bag." Split the following words into syllables and read the words syllable-by-syllable. The first three words have already been done for you as examples.

- pro/cess/ion
- re/cog/nized
- wear/i/ly
- hollered
- scattered
- straggled
- fatigue

Not only is it important to be able to read these words, it is also important to understand what these words mean. If you don't know the meaning of the words, then you will not be able to understand the text. Talk with your Learning Guide about what the meaning of these words could be.

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently.

Now you are going to reread paragraphs 7–13 of The Medicine Bag. Your goal is to read the excerpt from the text smoothly and accurately. Remember, it is okay to slow down when you get to tricky words! Just chunk these words into syllables to help you read them.

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. Talk with your Learning Guide about any new words you read. Did the meaning of the words you sounded out earlier become clearer once you read them within the sentences? Talk with your Learning Guide about this.

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.
2. Self-correct when needed.
3. Reread to clarify and to make your reading sound smooth.
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pro/cess/ion
re/cog/nized
wear/i/ly

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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. Talk with your Learning Guide about any new words you read. Did the meaning of the words you sounded out earlier become clearer once you read them within the sentences? Talk with your Learning Guide about this.

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 you.

Discuss with your student how reading accurately helps with reading fluency because it makes reading sound smooth.

Watch this video from 2:15 – 5:40 to practice reading words syllable-by-syllable. Practice breaking the words into syllables and reading. Discuss the meaning of each of the words with your student. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now open up The Medicine Bag. Have your student read paragraphs 7—13 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.

Now you will 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 two times, write the words down that he or she is struggling with. Have your student separate the words into syllables and practice sounding the word out syllable-by-syllable. Then have your student read the paragraphs one more time.

In the last part, you began examining characterization and details that reveal deeper meaning in “The Medicine Bag.” Now, you will complete your close read and analysis of the text. You will focus on how characters respond to each other and to events in the story. Good readers analyze characters’ responses because they give important clues to thematic elements of a text.

Return to the story, The Medicine Bag, in myPerspectives Unit 1: Rites of Passage, Whole-Class Learning.

Look at Paragraphs 41–42 of the story to continue with your character analysis. Note details in Paragraphs 41–42 that describe how Martin feels about what Grandpa is going to do and that indicate why he feels this way. What can a reader infer from these details? Why did the author include these details? What is the importance of these details?

Then, go to the Making Meaning section of your textbook and find the Close Read questions. If you have a printed textbook, these will be in the margins of your text. Complete the Close Read sections on Paragraphs 50–51, 59–60, and 66. Write your analysis in your ELA Journal.
POSSIBLE ANSWERS FOR CHARACTER ANALYSIS OF PARAGRAPHS 41–42

• Paragraphs 41–42: Martin is upset or unhappy about being given the medicine bag. He is especially unhappy about having to wear it because he is worried about what his friends will say if they see it. By including these details, the author is suggesting that Martin does not relate to his Indian heritage; he might be ashamed or embarrassed by it. Remind your student that a character is a person in a fictional story. In these details, the author is directly stating that Martin is worried about what his friends will say if they see the medicine bag. The author is also suggesting that Martin does not relate to his Indian heritage and might be ashamed or embarrassed by it.

POSSIBLE ANSWERS FOR CLOSE READ QUESTIONS IN PARAGRAPHS 50–51, 59–60, AND 66

• Paragraphs 50–51: In Paragraphs 50 and 51, these actions are noticeable: his eyes twinkle, and he nods to Martin. His actions show that he remembers what it’s like to be a young man and that he understands that Martin may have been embarrassed about him. A reader can identify with Martin’s growing respect for his grandfather.
• Paragraphs 59–60: The author directly says Martin is scared. The author also includes details that reveal that Martin is unable to sleep and feels anxious at school. These details reinforce the fact that Martin is scared and nervous about receiving the medicine bag. These details suggest that Martin is scared of receiving the medicine bag because he recognizes the importance and responsibility that comes with participating in this sacred, traditional Native American ritual. He also knows that when Grandpa says it is time to give him the medicine bag, it means Grandpa is probably going to die soon.
• Paragraph 66: There are words and details that describe how Iron Shell felt at the boarding school. These details also show how he changed over time when he was at the school. Grandpa tells Martin the story of Iron Shell to teach him the history of the medicine bag, help him understand what the medicine bag is, and connect Martin to his Native American heritage. Grandpa believes that fate and destiny play a role in a person’s life.

Using the story and specific textual evidence, complete the **Analyze the Text** questions in the **Making Meaning** section of your textbook. You may write your answers in your ELA Journal.

POSSIBLE RESPONSES FOR ANALYZE THE TEXT

1. Grandpa did make the right decision to travel and visit his family because he knows he is going to die soon and he wants to give Martin the medicine bag.
2. Responses will vary. Grandpa knows he is going to die soon. He wants Martin to understand the history and meaning of the medicine bag before giving it to him. (Paragraph 61)
3. Grandpa dies; Martin returns to the Lakota reservation to help mourn him. Evidence: “That night Mom and Dad took Grandpa to the hospital. Two weeks later I stood alone on the lonely prairie of the reservation and put the sacred sage in my medicine bag.” (Paragraph 77)

4. Your student may conclude that part of growing up often includes learning about and taking responsibility for the history of your family and culture.

VOCABULARY

WORD SOLVING STRATEGIES: USING LPR3

Sometimes it's difficult to remember how to use context clues. You can use the LPR3 procedure to remember how to figure out unknown words from context.

Read the LPR3 steps and discuss them with your Learning Guide.

- **Look**: Look before, at, and after the new word.
- **Predict**: Quickly predict the word's meaning, remembering that even a wrong prediction is often a good start.
- **Reason**: Think more carefully about the word's meaning, trying to be as precise as the context clues permit.
- **Resolve**: Recognize that you may need to take other steps (look it up, ask someone).
- **Redo**: Go through the steps again if necessary.

Read the sentence and use the LPR3 procedure.

“Billy's reply was incoherent.”

What is the meaning of the word incoherent?

First, **look**. Look before, at, and after the unfamiliar word.

Next, **predict**. Predict what the word might mean by substituting other words that could make sense in the sentence, like funny, stupid, clever, or wrong.

Next, **reason**. When you try to reason, you look more closely at the context. But all you know is that incoherent is being used to describe Billy's reply.
Next, resolve. If you haven’t figured out the meaning of incoherent, it’s time to take other steps. Sometimes you need more information to resolve the meaning of this word. How about looking at the larger sentence or other sentences surrounding this word? That might help!

Due to a severe lack of sleep and extreme nervousness, Billy’s reply was incoherent.

Now, redo! You have a whole new set of clues to consider, so let’s start the LPR3 process again.

Look: There are no words after incoherent, but you can figure out a lot from what’s before the word.

Predict: You could predict that incoherent means “does not make any sense.”

Reason: The reason is that it says “severe lack of sleep and extreme nervousness.”

Resolve: You can resolve the meaning based on this context, because you know what it’s like to be overtired and nervous. You can also double check your understanding by using a dictionary.

Redo: No need to redo! You figured it out!

Now read the following sentences below. Use LPR3 to find out what the word loquacious means. Share your conclusions with your Learning Guide.

They are still seeing the optimistic, charmingly loquacious teenager. She is constantly chatting on the phone for hours at a time.

Assist your student in completing the examples. Your student does not need to follow the LPR3 method all the time, but remind your student that it is a good starting point. It is a tool that he or she can use. You may also wish to promote the mnemonic device as a bookmark or wall chart.

Think aloud while you model the LPR3 mnemonic one more time. Say, “I have no idea what loquacious means, but I’m going to try to figure it out. First, I will look before, at, and after the word. I can predict that loquacious means “really talkative.” The reason is the words constantly chatting, which make me think she talks a lot. I will resolve this by double checking a dictionary. My definition is correct, so I don’t need to redo.”

Please go online to view and submit this assessment.
Today, you completed close reading of “The Medicine Bag” with a focus on character analysis. In the next part, you will analyze craft and structure. You will also differentiate active and passive voice.

**Predict**
You could predict that incoherent means "does not make any sense."

**Reason**
The reason is that it says "severe lack of sleep and extreme nervousness."

**Resolve**
You can resolve the meaning based on this context, because you know what it’s like to be overtired and nervous. You can also double check your understanding by using a dictionary.

**Redo**
No need to redo! You figured it out!

Now read the following sentences below. Use LPR3 to find out what the word loquacious means. Share your conclusions with your Learning Guide.

They are still seeing the optimistic, charmingly loquacious teenager. She is constantly chatting on the phone for hours at a time.

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Please go online to view and submit this assessment.

The medicine bag is a symbol of a rite of passage for young men in the Lakota tradition. Look back to the end of the story where he puts new sage into the bag from the reservation. While the bag is worn under his clothes, what make the medicine bag truly important is what is contained in it. For more information on symbolism, go to the following link which explains more about this literary technique.

What are some common symbols that you are familiar with and what do they symbolize?
You have been looking closely at character development and changes in "The Medicine Bag." Now, you will examine how the author uses figurative language, specifically, symbolism. When you read literature, pay attention to everyday objects that seem to hold deeper meaning. Good readers watch out for symbols that add levels of meaning and highlight important ideas in the text.

A symbol is anything that stands for or represents something else. Symbolism is the use of symbols.

- Symbols are common in everyday life as well as in literature. For example, a dove with an olive branch in its beak is a symbol of peace.
- In literature, symbolism can highlight certain ideas the author wishes to emphasize.
- Symbolism can also add levels of meaning to a text.

Most Native American cultures show deep respect for nature, and the natural world is considered to have profound spiritual qualities. Symbols of nature play an important role in Native American
traditions, especially religious ones. In “The Medicine Bag,” the medicine bag is an important symbol. Think about other symbols connected with Grandpa in the story.

Return to the story *The Medicine Bag* in *myPerspectives* Unit 1: Rites of Passage, Whole-Class Learning.

Find the **Analyze Craft and Structure** activities in your textbook. In your ELA Journal, answer the **Practice** questions in this section, including the chart for Question 3. Be sure to use textual evidence to support your responses.

**TEACHING NOTES**

Discuss with your student that when an author uses symbolism, a symbol might be obvious or suggested. An example of obvious symbolism is the medicine bag. It represents Martin’s connection to his great grandfather. Martin comes to understand why the great grandfather’s past is important enough to carry into the future. An example of less obvious, or suggested, symbolism occurs when the narrator visits the reservation at the end of the story, which suggests the great grandfather has died.

**ANALYZE CRAFT AND STRUCTURE PRACTICE QUESTIONS POSSIBLE RESPONSES**

1. (a) Grandpa wears the medicine bag on his neck. He never opens it. Before Grandpa had it, his father had it, and it has been passed down among the generations of the family.
   (b) The author wants readers to understand why Grandpa thinks it is important for the narrator to have the medicine bag, and why Martin finally puts it on at the end of the story.
2. (a) At first, Martin is embarrassed by the medicine bag. He can’t imagine wearing it. After he hears Grandpa’s story, Martin feels a connection to the history of the bag.
   (b) Martin’s feelings about the medicine bag change when he learns about its role in his family history and in Lakota customs. This helps shows that the bag represents family and Lakota tradition.
3. (a) The medicine bag is not the only symbol in the story. Record in the chart two other details from the story that serve as symbols and what each one represents.
   (b) What is the purpose of each symbol? Write your answers in the chart.

**THE MEDICINE BAG: SYMBOLS**

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>WHAT IT REPRESENTS</th>
<th>PURPOSE IN THE STORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine bag</td>
<td>Lakota tradition</td>
<td>Adds depth to the idea that traditions are passed down through family</td>
</tr>
<tr>
<td>Grandpa's worn cowboy boots</td>
<td>Grandpa's long journey and long life</td>
<td>Highlights how difficult Grandpa's life and trip have been</td>
</tr>
</tbody>
</table>
ANOTHER WAY

SYMBOLISM

If analyzing symbols to answer the questions and fill out the chart is challenging, you can think about symbols in everyday life. Recognizing symbols you see in the real world can help prepare you to analyze them in literature. Talking about these ideas will help you understand how symbols are used to represent ideas.

Your Learning Guide will show you some symbols. In your own words, explain what each means. Talk to your Learning Guide about how those symbols are useful in communicating ideas.

After you’ve spent some time talking about these familiar symbols and their meanings, go back to “The Medicine Bag” to analyze how the author uses symbols to highlight important ideas.

TEACHING NOTES

Display for your student images of common symbols seen in everyday life. You might display symbols such as these: arrow, stop sign, image of an airplane, roadside symbols such as those for gas stations and hospitals, the “walk” symbol, and others.

For each symbol, have your student explain in his or her own words what it means. For example, for an image of an airplane, your student might say, “This could mean there is an airport nearby.” Then discuss how the symbols are useful in communicating ideas. For example, your student might say something like, “They are useful in communicating ideas because they’re images that most people can recognize. Most people understand the meaning for the image, so it’s a way to communicate an idea in a simple way.”

Point out that symbols in literature work in a similar way. An author uses an image or idea that most readers will understand represents a deeper meaning or important idea.

After your student has thought about everyday symbols, your student may now be more comfortable thinking about symbols in the story in order to answer the questions and complete the chart.

You have examined symbolism in the story “The Medicine Bag.” Symbolism is one element of author’s craft. Author’s craft encompasses literary devices and style. One element of style is the use of writing conventions. Good writers develop command of the voice of verbs to make their writing more engaging and compelling. The voice of a verb shows whether the subject of the verb is performing the action or receiving it.
The voice of a verb can be active or passive:

- A verb is in the active voice when its subject performs the action.
- A verb is in the passive voice when its subject receives the action. A passive verb is a verb phrase made from a form of be with the past participle of an action verb, as shown below:
  - We filled the bucket. (Active voice)
  - The bucket was filled. (Passive voice
  - Alison is winning the race. (Active voice)
  - The race is being won by Alison. (Passive voice: Won is the past participle of win.)

- Generally, the active voice is considered a better choice for writers. The active voice communicates ideas in a more engaging, concise way. It also puts the emphasis on the person performing the action. Passive voice should be used when the performer of the action is unknown or when it is desirable to stress the action instead of its performer. In general, avoid passive voice to keep your writing from sounding vague.

Complete the Read it and Write It questions for active and passive verbs in the Language Development: Conventions section of your text. Write your responses in your ELA Journal.

**TEACHING NOTES**

**READ IT POSSIBLE RESPONSES**

1. a. passive voice; b. active voice; c. passive voice
2. Active voice: “Then a terrible thing happened...”; “At first Iron Shell resisted the teachers’ attempts...” Passive voice: “He and several other young men were taken... and sent...”

**WRITE IT POSSIBLE RESPONSES**

1. Grandpa’s looks embarrassed Martin.
2. The wise old men gave Grandpa’s father the name Iron Shell.
3. Grandpa gave the medicine bag to Martin.

In this part, you looked at a symbol as a literary device used in the story “The Medicine Bag.” You also learned how to strengthen your writing by using active voice. These aspects of author’s craft and conventions are important as you think about the unit project comparing rites of passage in other cultures. In the next part, you will think about how “The Medicine Bag” would be different if the story were told from the grandfather’s point of view.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you examined the symbols in “The Medicine Bag.” The medicine bag in the story served as an important symbol of how cultures pass down values. The importance of the medicine bag is something Martin has to learn. Think about Grandpa’s perspective in the story. Does he feel differently about the medicine bag from the beginning?

Now, you will author a retelling of the story “The Medicine Bag” in myPerspectives Unit 1: Rites of Passage, Whole-Class Learning from Grandpa’s point of view in your ELA Journal. Considering multiple perspectives in a story helps you analyze what a narrator tells you—and what he or she leaves out.

Based on the details provided in the story, imagine Grandpa’s journey to see his family. What are his impressions of Martin and his friends? How does he feel about giving the medicine bag to Martin to preserve a sacred Lakota tradition?

Draft your retelling of the story. Make sure to do the following:

- Write the story in the first-person point of view using Grandpa as the narrator. Use the pronoun “I” when writing from Grandpa’s point of view.
- Include details, thoughts, feeling, and insights from Grandpa’s point of view.

Congratulations on completing your writing! Ask your learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.
Discuss with your student the importance of point of view in narrative nonfiction. Point out that when a story is written from a character’s point of view, everything is expressed and described as that character sees it. In “The Medicine Bag,” the reader knows only what Martin sees and thinks. Remind your student that when he or she rewrites the story from Grandpa’s point of view, he or she will express and write about only what Grandpa sees and thinks. Encourage your student to think about the events in the story from Grandpa’s point of view before they start writing.

Take this opportunity to assess your student’s writing using this rubric. Use the rubric rows to offer feedback to your student. Notice the difference in the language between the columns on each row. Use this language to provide feedback to your student about how he or she might improve his or her writing. Begin with the rows at the top as the highest priority feedback. Guide your student to improve his or her writing based on your feedback.

In this part, you rewrote the story “The Medicine Bag” from Grandpa’s point of view. Considering a story from a different perspective helps you understand the significance of the original perspective. You will consider this significance in the next part.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have focused on reading and analyzing “The Medicine Bag,” a story about a young man undergoing a rite of passage that is particular to his Native American heritage. You closely examined characterization in the close read. You also explored the importance of point of view to the story by retelling it from Grandpa’s point of view.

**USE FOR MASTERY**

Write a two-paragraph response to the following prompt:

*How would the story “The Medicine Bag” be different if it were told through another character’s point of view?*

Upload your answer below.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Present a reasonable claim as to how the story would be different from another point of view?
- Include at least two quoted details from the story that are relevant to your claim?
- Write a concluding statement that reinforces your argument?
- Use correct grammar and spelling throughout?

TEACHING NOTES

If your student has trouble rewriting the story from Grandpa’s point of view, then review key parts of the story and ask your student to tell you what he or she thinks Grandpa feels or thinks at that moment in the story. Your student can then translate these ideas into the two-paragraph response.

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.
Apache Girl’s Rite of Passage - Part 1

Objectives
- To compare and contrast two mentor texts about rites of passages
- To complete research and write notes for the project on comparing rites of passage across cultures, ethnicities, time periods, etc.

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- Reading Log
- “The Medicine Bag” by Virginia Driving Hawk Sneve
- Compare/Contrast interactive map
- Document Analysis worksheets

Assignments
- Complete first review of the video Apache Girl’s Rite of Passage and Comprehension Check questions.
- Complete Analyze the Media and Media Vocabulary activities.
- Complete Prewrite for compare and contrast essay about Lakota and Apache rites of passage.
- Draft, revise, and edit the essay.
- Compose a paragraph which describes the purpose and meaning behind the Native American rites of passage.
- Complete research for project on rites of passage.

LEARN

LEARN ABOUT...

APACHES

You are going to be watching a video involving Apache Native Americans. Before you do so, let’s get some background knowledge!

Read this article, called “Native Americans: Apache Peoples,” to help you learn more about this tribe. Use the quiz at the end of the article to test the knowledge you gain about the Apache people. After you read this article, you should know more about Apaches.

After you read, answer these questions about Apaches:

1. What were the main foods of the Apache?
2. What was the Apache social life based on?

TEACHING NOTES

Your student is reading a background article about the Apache people. This will prepare your student for a later portion of the lesson, in which he or she will watch a video involving Apache Native Americans.

Your student should use the quiz at the end of the article to test his or her acquired knowledge of this Native American tribe. After reading this article, your student should know more about Apaches.
In the last part, you examined a story about a young Lakota boy who receives a medicine bag from his great-grandfather as part of a traditional rite of passage in culture. Today, you will watch a National Geographic video called “Apache Girls’ Rite of Passage” about a young Apache girl who undergoes the ritual for becoming a woman in her tribe. This video shows you what kinds of information you will be searching for in your research when you complete your own project on rites of passages.

As you watch the video, think about the following questions and write your responses in your ELA Journal:

- Who is speaking in the video?
- What are they saying?
- How do they say it?

Now, complete a first review of the video *Apache Girl’s Rite of Passage* (4:34) in *myPerspectives* Unit 1: Rites of Passage, Whole-Class Learning.

Once you have watched the video, complete the Comprehension Check in the Making Meaning section of your textbook. You may write your answers in your ELA Journal.

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**TEACHING NOTES**

**COMPREHENSION CHECK POSSIBLE RESPONSES**

1. According to Apache tradition, the ritual makes her a woman.
2. Four days represent the four stages of life and the Apache creation story. Pollen represents fertility. White clay represents the goddess.
3. Much of the ceremony takes place inside a sacred teepee built by male relatives. Dachina meets with a medicine woman and learns about Apache women’s traditions. She runs four circles around a basket full of special objects. She prays to the mountain spirits on top of a hill. On the last night of the ritual, Dachina must dance all night.
4. Dachina receives her Apache woman’s name, Morning Star Feather.
Responses will vary; students should mention the setting (the Apache reservation in New Mexico), people (Dachina, her mother, the medicine woman, Dachina's family, members of the tribe); and events (preparing for the ritual; building the sacred teepee; Dachina in the sacred teepee; parts of the ritual; Dachina dancing all night; Dachina succeeding).

ANOTHER WAY
NOTES ON “APACHE GIRL’S RITE OF PASSAGE”

You have been asked to watch a video called “Apache Girl's Rite of Passage.”

You should take notes while you watch the video to keep track of the main points. Feel free to watch any parts of the video over again if you need help understanding.

To help you take notes, use this ladder graphic organizer. At the top, write your topic: “Apache Girl's Rite of Passage.” Write one note on each step of the ladder, filling out as many steps on the ladder as you need. You may use more than one ladder if needed. You may also use 4 or 5 steps on the ladder if you don't need all six steps for your notes.

Taking notes on the video will help you to understand this topic better.

TEACHING NOTES

Your student will use a ladder graphic organizer to take notes while watching "Apache Girl's Rite of Passage."

Your student's graphic organizer might include some of the following ideas:

Topic: “Apache Girl's Rite of Passage”

1. In New Mexico, Native Americans on an Apache tribe reservation are preparing for the “coming of age” ritual that will last for four days.
2. 13-year-old Dachina Cochise and other girls are getting ready for the ceremony that signifies their becoming women, and will test their strength, endurance, and character. They will move through the stages of life from the Apache creation story: infant, child, adolescent, woman. They must remain stoic, not showing emotion, during the four-day ceremony and test of endurance.
3. Dachina’s mother has prepared for over a year for the ceremony.
4. The girls will be given the ways of traditional Apache womanhood by the medicine woman.
5. Before the ceremony, the girls are blessed and dusted with pollen, a symbol of fertility. The ceremony includes rituals such as dancing all night around a basket filled with ceremonial objects and ascending a hill to pray to the mountains for a long and successful life.
6. At the end of the ritual, the girls wipe the clay off their faces. The journey is complete, and the community now acknowledges that the girls have become women.
Now, go to the Making Meaning section of your textbook and find the Analyze the Media activities. Answer these in your ELA Journal. You may need to rewatch the video to answer the Analyze the Media questions.

**TEACHING NOTES**

**RESPONSES TO ANALYZE THE MEDIA**

1. (a) The video mostly follows chronological order except for a few moments when it provides deeper explanation or context.
   (b) Responses will vary but should be well supported by logic.
2. (a) The narrator is a person who describes the events but does not participate in them. He is probably not a member of the tribal community.
   (b) Responses will vary but should be supported by details from the video.
3. Dachina has passed through several life stages already: being a baby, a child, and an adolescent. She has learned from the medicine woman about how to be an Apache woman. Going through the ritual shows that Dachina is ready to face the demands of being an Apache woman. In the ritual, she faces challenges such as lack of sleep, lack of food, having to hide her emotions, and dancing for ten hours without stopping.

   If your student struggles to understand the video, then ask him or her to identify three main ideas he or she takes away from the viewing.

**VOCABULARY**

**WORD-SOLVING STRATEGIES: USING LPR3**

First, review the steps of the LPR3 strategy.

*Look*: Look before, at, and after the new word.

*Predict*: Quickly predict the word’s meaning, remembering that even a wrong prediction is often a good start.

*Reason*: Think more carefully about the word’s meaning, trying to be as precise as the context clues permit.

*Resolve*: Recognize that you may need to take other steps (look it up, ask someone).

*Redo*: Go through the steps again if necessary.
You will practice using the LPR3 strategy to determine the meaning of these media vocabulary words from the text “Apache Girl’s Rite of Passage.”

- narration
- close-up
- pan
- contest
- synchronization

Discuss your conclusions with your Learning Guide. Check your definition by using the glossary in the text. Add these words to the word wall.

![TEACHING NOTES]

Assist your student as needed in completing the task with the LPR3 method. These words should be added to the word wall.

Encourage your student to use the new words in writing and speaking.

Finally, to be able to discuss video as well as literature, you need the vocabulary to be able to do so. Find the Language Development section of your textbook. Review the Media Vocabulary and use the terms to answer the two questions that follow them in your ELA journal.

MEDIA VOCABULARY
- narration
- close-up
- pan
- audio
- contrast
- synchronization

![TEACHING NOTES]

MEDIA VOCABULARY POSSIBLE RESPONSES
1. (a) Sequence is conveyed through audio narration in synchronization with the visual parts of the video.
   (b) In “The Medicine Bag,” the main character tells what is happening. In the video, a narrator describes what the video shows.
2. (a) The video uses close-ups, contrast, and pans to emphasize different parts of the ritual.
   (b) The video uses close-ups to show Dachina and her family, contrast to emphasize the different
times of day, and pans to show the location.

If your student struggles to relate the media vocabulary to the video, then review relevant parts of
the video and point out the use of the terms and concepts in the media vocabulary.

In this part, you watched a video about an Apache girl's transition to womanhood within her tribe. In the
next part, you will compare the video Apache Girl's Rite of Passage with "The Medicine Bag" in
myPerspectives Unit 1: Rites of Passage, Whole-Class Learning as you begin prewriting a compare-andcontrast essay.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
In the last part, you watched a video titled Apache Girl’s Rite of Passage. Now, you will prewrite your compare and contrast essay comparing the video Apache Girl’s Rite of Passage with the story "The Medicine Bag," both in myPerspectives Unit 1: Rites of Passage, Whole-Class Learning.

Now, you will begin prewriting for the following assignment:

Write a compare-and-contrast essay in which you compare the rites of passage in the two selections about young Native Americans.

You should focus on the following:

- How the Lakota rite of passage and the Apache rite of passage are similar and different from each other
- The advantages and disadvantages of using written text versus video for presenting the material

To begin, go to the Effective Expression section of your textbook and complete the Planning and Prewriting activities in your ELA Journal. You may recreate the graphic organizer from your text in your ELA Journal in order to complete it. You can also use an interactive compare contrast map.

Think about the strengths and weaknesses of using print versus video. Go to the Effective Expression section of your textbook and find the Writing to Compare activity. Read the information that is there, and then complete prewriting assignment. Make sure you find textual evidence to support your assertions.
### Prewriting Possible Responses:

<table>
<thead>
<tr>
<th>Choice of Narrator and Impact on Audience</th>
<th>What I Learned from the Short Story</th>
<th>What I Learned from the Video</th>
<th>How Text Compares with Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin narrates, making the story more personal.</td>
<td>There is an outside narrator, creating a sense of distance from the ritual.</td>
<td>The personal narration in the story enables the audience to feel more connected to the experience.</td>
<td></td>
</tr>
</tbody>
</table>

### Story Details that Are Emphasized

<table>
<thead>
<tr>
<th>What I Learned from the Short Story</th>
<th>What I Learned from the Video</th>
<th>How Text Compares with Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin’s adolescence and its conflicts; the changing way he views his grandfather; elements of Native American life.</td>
<td>Dachina’s passage into adult responsibility as a powerful woman; elements of the Native American ritual, such as pollen and white clay.</td>
<td>Dachina’s rite of passage has more of a physical element than Martin’s does.</td>
</tr>
</tbody>
</table>

### How the Young Person Feels about the Rite of Passage

<table>
<thead>
<tr>
<th>What I Learned from the Short Story</th>
<th>What I Learned from the Video</th>
<th>How Text Compares with Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin has mixed feelings, especially because he is initially embarrassed. But he grows to respect his heritage, and as his grandfather is dying, he accepts the rite.</td>
<td>Dachina is excited to become a woman and proud of her success in passing through the ritual.</td>
<td>There is more inherent conflict (and sadness) in Martin’s experience.</td>
</tr>
</tbody>
</table>

In this part, you have gathered evidence for a compare-and-contrast essay for the video and short story.
Please go online to view and submit this assessment.

Transition words are key elements to good writing. They smooth connections between ideas in sentences, paragraphs, chapters, or books. Therefore, knowing what transition words mean will help you not only to become a better writer but also a better writer. For more information on transition words, their meanings and uses, watch the following video: Transition Words in Reading and Writing (05:36):

Please go online to view this video ►

If your student needs some additional support to understand transitions in text, have your student complete the activity Create Cohesion: Transitions in the Language Development: Author's Style section of Performance Task: Write a Nonfiction Narrative in your textbook.

Quick Write

Answer the following questions in your ELA Journal. Use details from the text and video to support your thinking:

1. (a) In what ways are the Apache and Lakota rites of passage most similar?  
   (b) In what ways are they most different?
2. How does seeing the Apache rite of passage on video help you to understand it more fully?
**ANOTHER WAY**

**COMPARING AND CONTRASTING THE LAKOTA AND THE APACHE RITES OF PASSAGE**

You have been asked to compare and contrast two different Native American rites of passage.

A graphic organizer can help you compare. Use a Venn Diagram for your comparison of the Lakota rite of passage (as you observed in the story “The Medicine Bag”) and the Apache rite of passage (as you observed in the video “Apache Girl’s Rite of Passage”).

On the left-hand side of the diagram, write “Lakota Rite of Passage” as the subject. On the right-hand side write “Apache Rite of Passage” as the subject. On the lines under each subject, list what is important and unique about each rite of passage. These details should apply only to that particular rite of passage.

On the lines in the middle, where the circles overlap, you will list similarities common to both rites of passage.

For example, if you were using a Venn diagram to compare spiders and dogs, you would write under the subject “spiders” that spiders have eight legs and under “dogs” that dogs have four legs. In the middle you would write similarities, such as “both dogs and spiders hunt prey.”

---

**TEACHING NOTES**

Possible responses to Quick Write:

1. (a) Each rite of passage involves a young person following a Native American tradition. The young person is supported by family members. 
   (b) One rite of passage is for males, and the other is for females. The Apache rite of passage involves a group ceremony, and the Lakota rite of passage does not.
2. The video shows the girl’s actions and comments as she undergoes the rite of passage. It also gives an idea of the physical effort that is required.

Your student will complete a Venn Diagram to compare the differences and similarities between two different Native American rites of passage. The Venn diagram will help your student organize his or her thoughts while writing the compare and contrast essay.
In the next part, you will draft an essay based on the evidence you gathered in the previous prewriting activity.

Your student’s Venn diagram might include some of the following ideas:

<table>
<thead>
<tr>
<th>Subject: “Lakota Rite of Passage” (from story “The Medicine Bag”)</th>
<th>Similarities (overlapping middle of the Venn diagram)</th>
<th>Subject: “Apache Rite of Passage” (from video “Apache Girl’s Rite of Passage”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Involves the young man receiving a medicine bag from a family elder &lt;br&gt; 2. Individual rite of passage</td>
<td>1. Means the boy or girl is considered mature/an adult &lt;br&gt; 2. Involve Native American elders</td>
<td>1. Involves the girls going through a ceremony to become women &lt;br&gt; 2. Community/group rite of passage</td>
</tr>
</tbody>
</table>
Apache Girl’s Rite of Passage - Part 3

Objectives
- To compare and contrast two mentor texts about rites of passages
- To complete research and write notes for the project on comparing rites of passage across cultures, ethnicities, time periods, etc.

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- Reading Log
- “The Medicine Bag” by Virginia Driving Hawk Sneve
- Compare/Contrast interactive map
- Document Analysis worksheets

Assignments
- Complete first review of the video Apache Girl’s Rite of Passage and Comprehension Check questions.
- Complete Analyze the Media and Media Vocabulary activities.
- Complete Prewrite for compare and contrast essay about Lakota and Apache rites of passage.
- Draft, revise, and edit the essay.
- Compose a paragraph which describes the purpose and meaning behind the Native American rites of passage.
- Complete research for project on rites of passage.

In the last part, you gathered evidence in a chart which enabled you to organize your thoughts for a compare-and-contrast essay. This is a reminder of the prompt:

Write a compare-and-contrast essay in which you compare the rites of passage in the two selections about young Native Americans.

Your essay should focus on the following:

- How the Lakota rite of passage and the Apache rite of passage are similar and different
- The advantages and disadvantages of text versus video for presenting the material

You will use your textbook to complete the Drafting, Review, Revise, and Edit parts of your essay. However, you will get two parts in which to complete this work. Focus on the Drafting activities in the Effective Expression section of your textbook. Complete the activities under Structuring the Body of your Essay and Writing the Introduction. Complete these in your ELA Journal now. Have fun organizing and writing your essay!

TEACHING NOTES

If your student has trouble understanding the outline format, encourage him or her to list a few phrases under each section to show the main ideas. Remind your student not to overload his or her introduction with too much information. Introductions should focus on a thesis statement plus a few sentences outlining the support, as well as a “hook.”
Now, you are ready to begin drafting the remainder of your compare-and-contrast essay in your ELA Journal. Use the rest of your class period to write the first draft of your essay. In the next part, you will revise this draft, so try to complete the entire draft in this part.

In this part, you began composing and organizing the essay on the short story and the video. In the next part, you will revise and edit your essay.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
ACTIVE AND PASSIVE VOICE

Step 1

You have been writing a compare-and-contrast essay about rites of passage. You know that you can use active and passive voice for effect when you write. You can break down a sentence to think about why an author chooses one voice over the other.

Read this sentence from “The Medicine Bag.”

He and several other young men were taken from their homes by the soldiers and sent to a boarding school far from home.

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

Previously, you learned about the difference between active and passive voice. You know that writing sounds stronger and more direct if you use mostly active-voice verbs. You also know that the passive voice is appropriate when you want to emphasize the receiver of the action or when the performer of the action is unknown. In “The Medicine Bag,” the author uses a mix of active and passive voice to tell the story.
Your Learning Guide has divided this sentence into chunks. Which chunks have the subject of the sentence?

Which chunks have the main verbs of the sentence?

Is the subject of the sentence performing or receiving the action? What does this tell you about the voice of the sentence?

Why do you think the author chose to use this voice in the sentence?

**Step 4**

Choosing between active and passive voice is a part of the author’s craft. Active voice is generally preferred because it is more direct. However, you can use passive voice mindfully to put your reader’s attention where you want it.

When you write, you can try a sentence in both voices and decide which has a stronger effect.

Practice with these sentences. First, identify the voice in each sentence or, in the case of the third sentence, clause. Then rewrite the sentence in the opposite voice. You might even write the third sentence several times with different combinations of voice. Then explain which one you prefer and why.

- Grandpa was often visited by Martin's friends.
- Grandpa gave Martin the medicine bag.
- Martin was told never to open the bag again after he placed the sage in it.

---

**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 and
- several other young men
- were taken
- from their homes
- by the soldiers
- and sent
- to a boarding school
- far from home.

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
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 soldiers separated Martin’s great-grandfather and other young men from their families and made them go to a school.

**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 adds meaning to the sentence with prepositional phrases. The phrases make the sentence more specific. The prepositional phrase “to a boarding school” tells where the men were sent. The object of the preposition is *school*.

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 how the author adds meaning to the sentence with a particular kind of phrase.”

**Step 3**

Your student should identify these chunks:

- He and
- several other young men

Your student should identify these chunks:

- were taken
- and sent

*Answer:* receiving; it is passive voice

*Possible response:* I think the author chose to use the passive voice because Martin’s great-grandfather is the focus of the story that Grandpa is telling. The identity of the soldiers doesn’t matter. The effect of the actions on the young men is what really matters in the sentence, so the author used passive voice to make the reader focus on them as the subject.

**Step 4**

The voices are:

- passive
- active
- first clause passive, second clause active
Your student might change the voice of each sentence like this:

- Martin's friends often visited Grandpa.
- The medicine bag was given to Martin by Grandpa.
- Grandpa told Martin to never open the bag again after he placed the sage in it; Grandpa told Martin to never open the bag again after the sage was placed in it; Martin was told never to open the bag again after the sage was placed in it.

Possible responses:

- I prefer active voice because I want to emphasize Martin's friends doing the action. I like this sentence being more direct.
- I prefer active voice because the action of giving the bag is important. I want the reader to focus on Grandpa giving the bag rather than on the bag itself.
- I prefer passive voice in the first clause and active voice in the second clause. It helps make it clear that Martin is the one placing the sage in the bag. When I changed the first clause to active voice by adding Grandpa as the person doing the action, it made the second action unclear. The reader can't tell if Martin or Grandpa is placing the sage. Using passive voice first keeps the focus on Martin.

Extension

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

Have your student read this sentence.

He and several other young men were taken from their homes by the soldiers and sent to a boarding school far from home.

Then say, “In this sentence, the author uses passive voice to keep the focus on Martin's great-grandfather and the other young men. You can choose between active and passive voice when you write depending on how you want to guide your reader's focus.”

Remind your student that he or she is going to be revising and editing the compare-and-contrast essay. Say, “One way you can revise your essay is to take a careful look at how you use active and passive voice for effect.”

Have your student review his or her essay and find a place where a sentence that is in passive voice can be made stronger by changing it to active voice and vice versa. Have your student revise both sentences and explain why changing the voice makes each stronger.

Your student might say something like, “I changed this sentence to active voice so it is more direct. I changed this sentence to passive voice to make the rite of passage the focus of the sentence.”

Encourage your student to consider voice as he or she continues to revise the essay today.
In the last part you drafted your compare-and-contrast essay about “The Medicine Bag” and the video “Apache Girl’s Rite of Passage” both in myPerspectives Unit 1: Rites of Passage, Whole-Class Learning. This is a reminder of the assignment:

Write a compare-and-contrast essay in which you compare the rites of passage in the two selections about young Native Americans.

Your essay should focus on the following:

- How the Lakota rite of passage and the Apache rite of passage are similar and different
- The advantages and disadvantages of text versus video for presenting the material

Now, you will focus on revising and editing your essay. If you have not finished drafting your essay, do so now.

Once you have finished drafting, review your compare-and-contrast essay. Take your time to read over the essay carefully in order to make helpful changes. Review each of these items separately as you revise, rewrite as needed to strengthen your essay:

- Ensure that your introduction and conclusion are closely related and that you have stated and supported your central idea.
- Add additional details, if needed, to support your statements.
- Add transitions to clearly indicate relationships among ideas.
- Proofread to ensure your essay is free from errors in spelling, punctuation, and grammar. Focus on using active verbs in your sentences.

As your student revises, encourage him or her to review his or her draft to be sure he or she has explained his or her thinking clearly. Ask your student to make sure he or she has organized his or her ideas into separate paragraphs. Finally, remind your student to check for grammar, usage, and mechanics with a specific focus on making their verbs active.

In this part, you completed revising and editing your compare/contrast essay. In the next part, you will use what you learned in writing this essay in response to a specific prompt that will be helpful as you move forward with your project.
Martin's friends often visited Grandpa. The medicine bag was given to Martin by Grandpa. Grandpa told Martin to never open the bag again after he placed the sage in it; Grandpa told Martin to never open the bag after the sage was placed in it; Martin was told never to open the bag after the sage was placed in it.

Possible responses:
I prefer active voice because I want to emphasize Martin's friends doing the action. I like this sentence being more direct.
I prefer active voice because the action of giving the bag is important. I want the reader to focus on Grandpa giving the bag rather than on the bag itself.
I prefer passive voice in the first clause and active voice in the second clause. It helps make it clear that Martin is the one placing the sage in the bag. When I changed the first clause to active voice by adding Grandpa as the person doing the action, it made the second action unclear. The reader can't tell if Martin or Grandpa is placing the sage. Using passive voice first keeps the focus on Martin.

Extension
You might extend the activity with your student by doing the following:
Have your student read this sentence.
He and several other young men were taken from their homes by the soldiers and sent to a boarding school far from home.
Then say, “In this sentence, the author uses passive voice to keep the focus on Martin’s great-grandfather and the other young men. You can choose between active and passive voice when you write depending on how you want to guide your reader’s focus.”
Remind your student that he or she is going to be revising and editing the compare-and-contrast essay. Say, “One way you can revise your essay is to take a careful look at how you use active and passive voice for effect.”
Have your student review his or her essay and find a place where a sentence that is in passive voice can be made stronger by changing it to active voice and vice versa. Have your student revise both sentences and explain why changing the voice makes each stronger.
Your student might say something like, “I changed this sentence to active voice so it is more direct. I changed this sentence to passive voice to make the rite of passage the focus of the sentence.”
Encourage your student to consider voice as he or she continues to revise the essay today.

In the last part you drafted your compare-and-contrast essay about "The Medicine Bag" and the video "Apache Girl's Rite of Passage" both in my Perspectives Unit 1: Rites of Passage, Whole-Class Learning.

This is a reminder of the assignment:
Write a compare-and-contrast essay in which you compare the rites of passage in the two selections about young Native Americans.

Your essay should focus on the following:
How the Lakota rite of passage and the Apache rite of passage are similar and different
The advantages and disadvantages of text versus video for presenting the material

Now, you will focus on revising and editing your essay. If you have not finished drafting your essay, do so now.

Once you have finished drafting, review your compare-and-contrast essay. Take your time to read over the essay carefully in order to make helpful changes. Review each of these items separately as you revise, rewrite as needed to strengthen your essay:
Ensure that your introduction and conclusion are closely related and that you have stated and supported your central idea.
Add additional details, if needed, to support your statements.
Add transitions to clearly indicate relationships among ideas.
Proofread to ensure your essay is free from errors in spelling, punctuation, and grammar. Focus on using active verbs in your sentences.

As your student revises, encourage him or her to review his or her draft to be sure he or she has explained his or her thinking clearly. Ask your student to make sure he or she has organized his or her ideas into separate paragraphs. Finally, remind your student to check for grammar, usage, and mechanics with a specific focus on making their verbs active.

In this part, you completed revising and editing your compare/contrast essay. In the next part, you will use what you learned in writing this essay in response to a specific prompt that will be helpful as you move forward with your project.

Please go online to view and submit this assessment.
Apache Girl's Rite of Passage - Part 5

Objectives
- To compare and contrast two mentor texts about rites of passages
- To complete research and write notes for the project on comparing rites of passage across cultures, ethnicities, time periods, etc.

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- Reading Log
- "The Medicine Bag" by Virginia Driving Hawk Sneve
- Compare/Contrast interactive map
- Document Analysis worksheets

Assignments
- Complete first review of the video Apache Girl's Rite of Passage and Comprehension Check questions.
- Complete Analyze the Media and Media Vocabulary activities.
- Complete Prewrite for compare and contrast essay about Lakota and Apache rites of passage.
- Draft, revise, and edit the essay.
- Compose a paragraph which describes the purpose and meaning behind the Native American rites of passage.
- Complete research for project on rites of passage.

USE

You have read about people who experience changes, learn about their heritage, and begin to think differently after undergoing a rite of passage. Using any notes or evidence you have gathered from the video Apache Girl's Rite of Passage, think about the purpose and meaning behind the Lakota and Apache rites.

USE FOR MASTERY

Select TWO statements that explain the purpose and meaning behind the Lakota and Apache rites.

- □ The rites of both tribes celebrate wealth and prosperity of Native peoples around the world.
- □ The Lakota rites are a representation of the struggles of the tribes.
- □ The Apache rites represent the four stages of life and the creation story.
- □ The Apache rites present girls and women as being superior to boys and men.
- □ The Lakota rites are passed down to show their history and spiritual beliefs.
How do the rites impact the lives of young Native Americans?

- by representing the challenges the tribes face for survival
- by helping them learn to do tribal dances and keep stories alive
- by showing their transition to adulthood in their communities
- by showing them how to present themselves non-tribal people
Your project asks you to write an informational article about various rites of passage. You will have the opportunity to research various rites of passage that resonate with you.

Read 13 Amazing Coming of Age Traditions from around the World to learn about some rites of passage all over the world. You may continue to research any of these rites for your project article, or you may think about different rites you would like to research. Remember, for your project you will need to write about at least two rites of passage.

Once you have selected at least two rites of passage for your article, it is time to find sources for your research. Think about the sources you find and ensure they are credible. Take notes, including quotations that you will use in your article. You will need to provide citation formats and a Works Cited page. Here are some resources that you can use for your project:

- **Document Analysis** worksheets: Use these worksheets attached for collecting data on photographs, written documents, maps, and sound recordings.
- **Duck Duck Go**: Use this student-friendly search engine to search for “rites of passage.”
- **Website Evaluation Forms**: will help you understand the validity of a website if you are uncertain.

After you have searched for credible sources on rites of passage, you may choose as many rites as you think are relevant to becoming an adult; however, you must have at least two. You have five sessions to complete this SHOW, and at the end your research for your project should be complete. Your goal for this class and the next class is to understand the rites you chose, what happens, their significance, and the impact on the culture of which they are a part.

Review the [rubric](#) so that you are sure to cover everything in your article on various rites of passage.
Make sure that your student confirms that the source is credible. Easybib has a page specifically about how to determine credibility of sources. There are also plenty of sources on the internet which discuss credibility of sources that you can share if your student is having a difficult time finding sources that would be considered credible.

Your student should find at least four sources on various rites of passage. Then he or she will need to compare/contrast them looking for some tie that may connect all of them. Be sure that your student takes notes in his or her ELA Journal for each source and creates a Works Cited page which will need to be uploaded at the end of the project.

Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.

In this part, you began researching for various types of rite of passage across cultures and ethnicities. In the next part you will continue this process.

Rate Your Progress

Please go online to view and submit this assessment.
## Apache Girl’s Rite of Passage - Part 7

### Objectives
- To compare and contrast two mentor texts about rites of passage
- To complete research and write notes for the project on comparing rites of passage across cultures, ethnicities, time periods, etc.

### Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- Reading Log
- “The Medicine Bag” by Virginia Driving Hawk Sneve
- Compare/Contrast interactive map
- Document Analysis worksheets

### Assignments
- Complete first review of the video Apache Girl’s Rite of Passage and Comprehension Check questions.
- Complete Analyze the Media and Media Vocabulary activities.
- Complete Prewrite for compare and contrast essay about Lakota and Apache rites of passage.
- Draft, revise, and edit the essay.
- Compose a paragraph which describes the purpose and meaning behind the Native American rites of passage.
- Complete research for project on rites of passage.

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**SHOW**

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In the last part, you began to search for various sources about rites of passage across cultures and ethnicities. Now you will continue this work. Remember that you need at least four credible sources for your project. Use the rest of this part to find sources that will help you write your article.

---

**TEACHING NOTES**

Continue to check that your student is using credible sources. Also, confirm that he or she is creating a Works Cited page in MLA format so that all sources are listed. If your student does not wind up using a source on the list, he or she can simply remove it.

Remind students to be accurate in his or her quotations and citing of sources. Students should be using [www.easybib.com](http://www.easybib.com).

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In this part, you continued your research into various rites of passage across the globe. In the next part, you will continue your research and begin to make connections across the rites of passage.
Apache Girl's Rite of Passage - Part 7

In the last part, you began to search for various sources about rites of passage across cultures and ethnicities. Now you will continue this work. Remember that you need at least four credible sources for your project. Use the rest of this part to find sources that will help you write your article.

Continue to check that your student is using credible sources. Also, confirm that he or she is creating a Works Cited page in MLA format so that all sources are listed. If your student does not wind up using a source on the list, he or she can simply remove it.

In this part, you continued your research into various rites of passage across the globe. In the next part, you will continue your research and begin to make connections across the rites of passage.

Objectives
- To compare and contrast two mentor texts about rites of passages
- To complete research and write notes for the project on comparing rites of passage across cultures, ethnicities, time periods, etc.

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Computer
- Reading Log
- "The Medicine Bag" by Virginia Driving Hawk Sneve
- Compare/Contrast interactive map
- Document Analysis worksheets

Assignments
- Complete first review of the video Apache Girl's Rite of Passage and Comprehension Check questions.
- Complete Analyze the Media and Media Vocabulary activities.
- Complete Prewrite for compare and contrast essay about Lakota and Apache rites of passage.
- Draft, revise, and edit the essay.
- Compose a paragraph which describes the purpose and meaning behind the Native American rites of passage.
- Complete research for project on rites of passage.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the last part, you looked for credible sources for rites of passage that interested you from around the globe. You should have started a Works Cited page so that all these sources are listed on it in case you use them. Remember to remove any sources that you do not end up using in your paper later.

Now, you will focus on finding quotes and evidence from your research that you will use in your article to explain each rite of passage and its importance. You will likely use evidence from many sources when writing about a single rite. You should begin to make a connection as to why each culture or ethnicity includes rites of passages.

Spend the rest of this part finding relevant quotes and evidence that will help you write an informational article about your selected rites of passage. Research multiple sources to ensure you have a complete understanding about your topics.

**TEACHING NOTES**

Confirm that your student is taking accurate notes and identifying the sources for each quote. If your student needs to find additional sources, he or she should do so while gathering quotes and evidence.

In the next part, you began to make some connections among your sources and you took accurate notes with correct sources on them for use in your final project. You found evidence from your research sources that you will use in your article. You will continue this in the next part as well.
RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the last part, you began gathering evidence from multiple sources about how the rites of passage are a part of various cultures. Now, you will continue to do that with at least four credible sources. Remember to make an analysis of WHY you chose any quote that you did from the source. In other words, you need to tell your reader why the piece of evidence is important. Write that down after each quote on your notecards. Analysis is key to a successful paper.

Use the rest of this part to write an analysis for each quote, detail, or fact you intend to include in your article.

**TEACHING NOTES**

Confirm that your student is taking accurate notes and identifying the sources for each quote. Students may also begin to make ties across cultures about the rites of passage in their notes or on their analysis of each quote. Make sure that your student is answering WHY he or she chose the evidence for each source.

In this part, you worked to analyze the evidence that you selected from each source by answering WHY you chose that information. When you organize your research for the final project, this analysis will be very helpful. The next part will be your last opportunity to complete your research for the project.
RATE YOUR PROGRESS

Please go online to view and submit this assessment.
In the last part, you added analysis to your evidence by answering WHY you chose the evidence that you noted. This will be the last time that you can complete your research for the project. Continue to take notes, explain why chose each quote or detail that you will include in your article, and confirm that you have information from sources on at least four different rites of passage.

Remind student that he or she should have researched at least four rites of passage across the globe. He or she may not use all of them in his or her final essay, but this will allow for choice. For each rite, your student should have a basic understanding, evidence that helps him or her explain the rite, and analysis for each piece of evidence. This will be the last chance to work on this research in advance of writing their final project.

In this part, you completed your research for your unit project on Rites of Passage. In the next part, you will focus on writing a personal narrative of your own about a rite of passage you may have experienced.

Please go online to view and submit this assessment.
Personal Narrative - Part 1

Objectives
- To compose a narrative nonfiction essay about a personal rite of passage

Books & Materials
- MyPerspectives text
- “The Medicine Bag” by Virginia Driving Hawk Sneve
- ELA Journal
- Computer
- Launch text: “Red Roses”
- Video: Apache Girl's Rite of Passage

Assignments
- Review assignment and elements of nonfiction narrative.
- Review text “Red Roses.”
- Begin prewriting, planning, and gathering evidence across texts for a personal narrative.
- Draft a nonfiction personal narrative.
- Focus on using transitions to create cohesion in the writing.
- Revise, edit, and publish the nonfiction personal narrative.

LEARN

You read a text and watched a video about rites of passage. In the short story “The Medicine Bag,” a boy learns about his great-great grandfather’s vision quest—and he himself takes on the responsibility of family and Lakota tradition. In the Apache Girl’s Rite of Passage video, a young woman goes through a four-day coming-of-age ritual to become an Apache woman. This lesson asks you to write a narrative in which you show your personal views on a rite of passage. You will write a narrative, or story, about a rite of passage in your life. This narrative creates an opportunity for you to communicate your thoughts on what makes an adult whereas in the project you are reporting and not communicating your opinion.

First, write two things you have learned about events that change people as they grow up because of reading “The Medicine Bag” and watching Apache Girl’s Rite of Passage both in myPerspectives Unit 1: Rites of Passage, Whole-Class Learning.

- What are some key events one experiences as he or she grows up?
- Why are these experiences important?

You have learned about two people who experience changes, learn about their heritage, and begin to think differently. Think about an event that changed your ideas and feelings or an event that changed the life of someone you know.

You will write a nonfiction narrative, or a true story, that answers this question:

What event changed your understanding of yourself, or that of someone you know?
**ANOTHER WAY**

**BRAINSTORMING FOR A PERSONAL NARRATIVE**

You have been asked to write a paragraph about the following question: What event changed your understanding of yourself, or that of someone you know?

Your narrative will recount a true story in your life. Before writing, you can brainstorm the topic with a Web B Graphic Organizer.

In the middle of the web, write your topic: “An Event That Changed My Understanding of Myself or Someone I Know.” Then write some ideas in the six areas provided. You do not have to fill out each area. This will prepare you to write a personal narrative.

**TEACHING NOTES**

Your student will complete a Web B Graphic Organizer to brainstorm before writing a personal narrative.

Your student's web should be titled: “An Event That Changed My Understanding of Myself or Someone I Know.”

The web might include some of the following ideas. These are simply examples; your student's answers will differ.

Topic: “An Event That Changed My Understanding of Myself or Someone I Know.”

1. Going to middle school changed my understanding of myself.
2. Before I went to middle school, I was nervous and unsure of myself.
3. Through my experiences in middle school, I have become more independent and sure of myself.
4. Some of these experiences include: choosing friends carefully, being more independent with my schoolwork, and making tough choices under peer pressure.
First, let’s review the elements of a nonfiction narrative.

A nonfiction narrative tells the true story of events the writer or someone else has experienced. Writers adopt the first-person point of view (using I and me) to tell about their own experience. Writers adopt the third-person point of view (using he and him, she and her, they and them, etc.) to tell someone else’s experience. It should have well-developed characters, descriptive details, a clear sequence of events, and a description of a change in the life, ideas, or feelings of the main character.

**An effective nonfiction narrative contains these elements:**

- Characterizations of people who play different roles in the event
- A description of the impact of the event on the different people involved
- A clear sequence of events that unfolds naturally and logically
- Narrative techniques such as dialogue, description, and pacing that effectively build the action
- A variety of transitional words, phrases, and clauses
- Precise words, well-chosen quotations, vivid descriptive details, and powerful sensory language
- A conclusion that reflects on the experiences in the narrative

For a model of a well-crafted nonfiction narrative, reread “Red Roses”. Challenge yourself to find these specific elements of an effective nonfiction narrative in the text:

- Dialogue
- Vivid, descriptive details
- A conclusion that reflects on the experiences in the narrative

Next, go to the Performance Task: Writing Focus section of your textbook and complete the Prewriting/Planning activities in your ELA Journal. Recreate the graphic organizer from your text in your ELA Journal to complete it.

When prewriting, consider how well you remember the experience you are writing about. If you don’t remember it well, or want to get another perspective on it, discuss this experience with others who were part of it. If you are writing about something that happened to someone else, talk to that person about what happened and how he or she felt about it. As you are remembering the experience, evaluate for yourself if this was truly a moment that you or the person you are writing about truly had a change of perspective because of this experience.

You may wish to review “Red Roses” in myPerspectives Unit 1: Rites of Passage, Unit Introduction more than once before writing to see if the experience you are writing about relates to the ideas in the model narrative.
Help your student understand narrative structure by reviewing the importance of having a beginning, a middle, and an end. Discuss how the beginning of a narrative sets up the situation and the characters. The middle introduces a problem or conflict and develops the characters by describing how they react. The end may or may not resolve the conflict, describes what the characters may or may not have learned, and brings the narrative to a conclusion. Encourage your student to think about the beginning, middle, and end of his or her narrative before he or she starts writing.

**TEACHING NOTES**

ANOTHER WAY

ELEMENTS OF AN EFFECTIVE NONFICTION NARRATIVE: DIALOGUE

As you read “Red Roses” to look for specific elements of an effective nonfiction narrative, you may find it challenging to analyze how the author uses dialogue.

You can organize your thinking about dialogue in “Red Roses” by using the highlighting tool. Use three colors to highlight dialogue that does the following:

- Builds action
- Reveals aspects of a character
- Provokes a decision

After highlighting dialogue, review what you selected for each bullet point and think about why you made those selections. Talk with your Learning Guide about a few of your selections and why you think they are effective. This will help you analyze effective dialogue in “Red Roses” and will be helpful when you begin to write your own nonfiction narrative.

**TEACHING NOTES**

If your student is struggling to analyze dialogue in “Red Roses,” have him or her organize the analysis by using three highlighting colors to mark dialogue that has the listed effects. 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 the dialogue in paragraph 8 with his or her “builds the action” color. Your student might then say, “I think this builds the action because it’s really forceful. The words are harsh, and the capitalization helps me picture her shouting. This dialogue prompts Derek to begin to cry.”

Have your student continue in this pattern for all of the highlighted dialogue. Encourage your student to discuss how analyzing this dialogue helps him or her to prepare to write an original nonfiction narrative.
In this part, you began thinking about writing a personal nonfiction narrative modeled after “Red Roses.” You have focused on an event or experience that changed your view about something or someone, maybe even yourself. In the next part, you will begin drafting the narrative.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
FUNCTION OF VERBALS: INFINITIVES

Step 1

You have been working on writing a nonfiction narrative about your own life experience. When you write, you can use verb forms called verbals to add meaning to a sentence. An author can use verbals as other parts of speech in a sentence. One of these verbals is the infinitive. You can break down a sentence to understand how an author uses an infinitive. This will help you with using infinitives in your own writing.

Read this sentence from “Red Roses.”

We nodded politely to each other in the hallway, but I never pretended to like him, and he never gave me another present.

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 look at the way the author uses verb forms as different parts of speech. You can think about how this adds meaning to a sentence.
You have learned about multiple verb forms. Can you find all the sentence chunks with verb forms on them? Challenge yourself to identify each tense or form.

Now that you have identified the verb forms, you'll take a closer look at the infinitive in the sentence. You know that an infinitive is the word to plus the simple form of a verb. Be careful, though. When you see the word to, it doesn't always mean you're looking at an infinitive. You need to think about how the word is actually functioning. For example, look at the second chunk. The word to isn't followed by a verb. It's followed by a direct object. This tells you that to is a preposition on this chunk.

However, to like is an infinitive. It's the word to plus the simple form of the verb like.

An infinitive can appear on its own in a sentence or as part of an infinitive phrase. An infinitive phrase begins with an infinitive and includes objects and modifiers. In this sentence, is to like used on its own or as part of an infinitive phrase? How do you know?

In a sentence, an infinitive or infinitive phrase can function as a subject, direct object, adjective, or adverb. How does the infinitive phrase “to like him” function in this sentence?

When you read, you can think about how an author uses verb forms as different parts of speech. Thinking about the function of different parts of speech also helps you understand more about the author’s craft.

Read the sentence again, thinking about how using the infinitive phrase “to like him” adds meaning to the sentence. How does this infinitive phrase help you understand the narrator’s perspective?

Step 4

An infinitive phrase always includes an infinitive. It can include objects and modifiers. You can use infinitive phrases for multiple functions when you write. Infinitive phrases can function as subjects, direct objects, adjectives, and adverbs.

To practice this, take the infinitive phrase out of today’s sentence. Write four sentences, using the infinitive phrase for a different function in each. Tell your Learning Guide the function of the infinitive phrase in each of your sentences.

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:

- We nodded politely
- to each other
- in the hallway,
• but I never pretended
• to like him,
• and he never gave me
• another present.

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 and Derek didn't really have contact with each other again, but they weren't mean to each other.

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 the hallway” adds details that help me understand the meaning of the sentence. It helps me understand that the narrator and Derek didn't go out of their way to see each other and that they only really saw each other when they passed each other. The object of the preposition is hallway. The phrase modifies nodded; it tells where they nodded.

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 identify these phrases:

• We **nodded** politely (past tense)
• but I never **pretended** (past tense)
• **to like** him, (infinitive)
• and he never **gave** me (past tense)

**Answer:** It’s part of an infinitive phrase; I know because it includes the pronoun *him* as a direct object.

**Answer:** As the direct object of **pretended**
**Answer:** They help me understand more about his point of view on portrait painting. They help me understand he didn't want to paint portraits in traditional ways.

**Step 4**

Your student might write sentences like these:

- Having been embarrassed by Derek, the narrator didn’t make an attempt to like him.
- Maybe in the future she would come to like him.
- To like him wouldn’t be possible after Derek’s rose incident.
- Even after Derek backed off, the narrator didn’t really want to like him.

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: adjective, adverb, subject, direct object). For the adjective and adverb functions, have your student identify what the phrase is modifying (attempt, come). This will help him or her identify the function.

**Possible response:** It helps me understand how I can use verbs in different ways to add details and important information to sentences.

**Extension**

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

Have your student read this sentence:

> We nodded politely to each other in the hallway, but I never pretended to like him, and he never gave me another present.

Say, “In this sentence, the author uses an infinitive as a direct object of the verb pretended. It tells what the narrator never pretended. You can use infinitives for various functions in your writing. You can use an infinitive or infinitive phrase as a subject, direct object, adjective, or adverb. Look through nonfiction narrative draft and find an infinitive or infinitive phrase. What is its function in the sentence it’s in? How does it add to the meaning of the sentence?”

It’s unlikely that your student has written a draft of the narrative without including a single infinitive. However, if this is the case, have your student add a sentence with an infinitive to the narrative. Then, have your student answer the above questions.

You might further extend the activity by having your student repeat the exercise in Step 4 with the infinitive or infinitive phrase from his or her narrative.

Ask, “How can knowing the various functions of infinitives and infinitive phrases help you be a stronger writer?” **Possible response:** It helps me be a stronger writer because I have a better grasp of the different ways I can use verb forms. I can be more creative and varied in my writing because I have different ways to talk about actions and states usually expressed just as verbs.
In the last part you began planning to write a personal narrative nonfiction essay which answers the following question:

- What event changed your understanding of yourself, or that of someone you know?

Now, you will begin drafting the narrative by first organizing the sequence of events in your story. The most logical organizational structure for a piece of narrative nonfiction is chronological order. This means you write about the events in the order in which they happened. In your text in the Drafting sections of the Performance Task: Writing Focus section, there is a model that demonstrates how “Red Roses” was ordered and allows you to create a timeline of events for your narrative in relation to that story. So, begin to organize your story using the information in your text.

### TEACHING NOTES

**Organize a Sequence of Events**

Remind your student to tell his or her story in chronological order, with one event logically proceeding to the next in the order they happened. Also remind your student that creating a timeline before he or she writes will help them organize ideas and remember which events and ideas are important. If necessary, review how to create a simple timeline.

### VOCABULARY

**WORD-SOLVING STRATEGIES: VERIFY WITH A DICTIONARY**

You are writing a nonfiction narrative (true story) that answers this question:

What event changed your understanding of yourself, or that of someone you know?

Look at the unit vocabulary words. As you craft your narrative, consider using some of these academic vocabulary words you learned in the beginning of the unit:

- attribute
- ratifying
- persistent
- notable
- inspire

List each word in your ELA Journal. Are you familiar with these words? What do you think each means? Write a sentence for each word and write your own definition. Check your ideas by looking each up in the dictionary. Adjust your definitions as necessary. Add these words to your word wall.
Sometimes words do not mean exactly what you thought they did. As a writer, you can quickly check the meaning of words with an online search. Use this skill to expand the words you use and to make sure you are using words correctly.

**TEACHING NOTES**

Assist your student as necessary in completing the task. Note that your student can easily search words online to find definitions, but he or she should use reputable sites. These words should be added to the word wall. Encourage your student to use these new words in writing and speaking.

Once you have organized your ideas, it is time to begin writing a first draft! Refer to your prewriting notes and timeline, and then begin drafting your narrative. As you draft, strive to engage your audience by:

- Beginning with an exciting detail that hints at the story’s conclusion.
- Keeping your audience’s interest by showing, not telling.
- Interspersing dialogue to bring people’s personalities to life.
- Concluding with an original observation about the importance of the event.

As you craft your narrative, consider using some of the academic vocabulary you learned in the beginning of the unit:

- attribute
- gratifying
- persistent
- notable
- inspire

**TEACHING NOTES**

Encourage your student to write a first draft with text that grabs the reader’s attention, describes the characters and setting, and introduces the conflict. Your student should follow his or her timeline when writing his or her narrative. Remind your student to write an ending that reflects on the experiences.
In this part, you began drafting your personal nonfiction narrative. Tomorrow, you will finish drafting and work on creating cohesion in your writing by effectively using transitions.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you began drafting a personal nonfiction narrative that answers the following question:

*What event changed your understanding of yourself, or that of someone you know?*

Now, you will finish your draft. But before you do that, review how transitions create cohesion in your writing.

Complete the **Create Cohesion: Transitions** activities of your text in the **Performance Task: Writing Focus section** in *myPerspectives* Unit 1: Rites of Passage, Whole-Class Learning. Make sure to review the information and use the chart as you finish drafting and then revising your narrative.

As you draft your nonfiction narrative, choose transitions that accurately show specific relationships among your ideas. Transitions are especially important when connecting one paragraph to the next. Remember that you are writing a narrative, or story, so you will use transitions slightly differently than you would in writing an essay or your project article.

<table>
<thead>
<tr>
<th>If you want to ...</th>
<th>Consider using one of these transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>List or add ideas</td>
<td><em>First of all, second, next, last, in addition</em></td>
</tr>
<tr>
<td>Show time order</td>
<td><em>Before, after, the next day, then</em></td>
</tr>
<tr>
<td>Compare</td>
<td><em>Also, equally, likewise</em></td>
</tr>
<tr>
<td>Contrast</td>
<td><em>Although, however, on the other hand, despite</em></td>
</tr>
</tbody>
</table>
In this part, you reviewed the importance of using transitions in your writing to create a flow to your story. Then, you finished your first draft of your narrative with an emphasis on including transitions in your draft. In the next part, you will revise your draft.

### TEACHING NOTES

Remind your student that transitions strengthen a narrative because they can help the reader quickly “get” the story. For example, the phrase “even though” at the beginning of a sentence signals the reader that a contradiction is coming. The phrase “years later” signals the reader that there will be a lot of time between events in the narrative.

Your student should refer to the organizational chart that he or she created in the last part so that the narrative follows chronologically and so that your student includes the important events or experiences that he or she wanted to share in the narrative.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you completed your first draft of your narrative nonfiction piece, focusing on integrating transitions to create better flow to your writing. Now, you will revise your essay.

EVALUATING YOUR DRAFT

Use the following checklist to evaluate the effectiveness of your first draft. Then, use your evaluation and the instructions on this page to guide your revision. If you answer “no” for any of the items in the table below, revise or rewrite your draft to strengthen your narrative.

<table>
<thead>
<tr>
<th>Focus and Organization</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes a change in the life, ideas, or feelings of the writer or of another person</td>
<td></td>
</tr>
<tr>
<td>Describes the experience that caused the writer’s or another person’s life, ideas, or feelings to change</td>
<td></td>
</tr>
<tr>
<td>Has a clear sequence of events that unfolds naturally and logically</td>
<td></td>
</tr>
<tr>
<td>Includes a conclusion that follows from and reflects on the experiences in the narrative</td>
<td></td>
</tr>
<tr>
<td>Evidence and Elaboration</td>
<td>Yes or No</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Develops the people in the narrative through dialogue and description</td>
<td></td>
</tr>
<tr>
<td>Builds the action through dialogue, description, and pacing</td>
<td></td>
</tr>
<tr>
<td>Captures the action and illustrates experiences and events using precise words, descriptive details, and sensory language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to the norms and conventions of the discipline, especially the correct use and punctuation of transitions</td>
</tr>
</tbody>
</table>

---

**TEACHING NOTES**

Before your student begins revising his or her writing, he or she should use the table to evaluate his or her draft. The draft should contain all of the required elements, follow a logical organization, and adhere to the norms and conventions of a nonfiction narrative.

---

The conclusion of a nonfiction narrative clarifies the essay's overall message and provides readers with a sense of resolution, or completion. It resolves any conflicts or questions presented in the narrative. Reread the conclusion of “Red Roses,” in *myPerspectives* Unit 1: Rites of Passage, Unit Introduction and then review your own conclusion. To increase clarity, begin by summarizing the relationship between the events and experiences that you present and the overall message that you would like to communicate. Strengthen your conclusion by reflecting on this relationship and sharing any insights you have gained from making these connections.

---

**TEACHING NOTES**

Your student should check to see that his or her conclusion doesn't leave the reader with unanswered questions. The conclusion should provide readers with a feeling that the narrative is “finished.” You may wish to explain that an author can choose to leave a narrative “unfinished,” but it should be clear that this has been done deliberately. For example: “What did she mean by that? To this day, I don’t know.”
To craft a lively narrative that engages readers, avoid words and language that leave the reader with questions, such as What kind? How? In what way? How often? To what extent? Good writers use precise language.

As you review your draft, identify vague words that do not provide specific answers to those questions. As you revise, replace vague words with specific, precise words that convey your ideas more vividly and accurately. Here are some examples:

vague noun: stuff  
use souvenirs, gifts, photos

vague verb: said  
use exclaimed, whispered, declared

vague adjective: pretty  
use attractive, exquisite, adorable

vague adverb: greatly  
use enormously, incredibly, remarkably

Remind your student that precise and descriptive words help a narrative come alive. Encourage your student to look for flat descriptions and replace them with language that paints a picture for the reader. For example, “He was big” could be replaced with “He towered over me.” “She was quiet” could be replaced with “She was silent as a shadow.”

Remind your student to pay attention to transitional words and phrases to connect and show the relationships among ideas. Review the types of transitions already discussed (list or add ideas; show time order; compare; contrast; emphasize; show effect; illustrate or show).

Please go online to view and submit this assessment.

Avoid words and language that leave the reader with questions, such as What kind? How? In what way? How often? To what extent?. Watch the video Concrete Language (03:52) for more ideas on how to use precise language.

Practice making your flat descriptions livelier by using precise language.
In this part, you began revising your personal narrative nonfiction essay. In the next part, you will edit and publish your essay.
In this lesson, you have written a personal narrative nonfiction essay modeled after mentor texts in response to the prompt:

*What event changed your understanding of yourself or that of someone you know?*

Take some time to reread your narrative now. Make sure that it is your best work. Use the editing checklist, as well as the *Create Cohesion: Transitions* section of your textbook to create any final revisions. You may also use “Red Roses” in *myPerspectives* Unit 1: Rites of Passage, Unit Introduction as a model for your writing.

Think about how you developed your characters and add any more description that might help them come alive. Ensure that your transitional words help create a logical sequence of events. Reread your conclusion and solve any conflict in the plot.

Once you have completed all revisions, reread your narrative one final time. Ensure there are no spelling or grammatical errors. Use your favorite word processor to review and edit your work. You can upload your completed version using the upload box below.
In this lesson, you have written a personal narrative nonfiction essay modeled after mentor texts in response to the prompt:

What event changed your understanding of yourself or that of someone you know?

Take some time to reread your narrative now. Make sure that it is your best work. Use the editing checklist, as well as the Create Cohesion: Transitions section of your textbook to create any final revisions.

You may also use "Red Roses" in myPerspectives Unit 1: Rites of Passage, Unit Introduction as a model for your writing.

Think about how you developed your characters and add any more description that might help them come alive. Ensure that your transitional words help create a logical sequence of events. Reread your conclusion and solve any conflict in the plot.

Once you have completed all revisions, reread your narrative on final time. Ensure there are no spelling or grammatical errors. Use your favorite word processor to review and edit your work. You can upload your completed version using the upload box below.

---

**USE FOR MASTERY**

When you have completed all final revisions, upload your narrative below.

---

**USE FOR MASTERY GUIDELINES & RUBRIC**

Did you:

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters?
- Organize an event sequence that unfolds naturally and logically?
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters?
- Use a variety of transition words, phrases, and clauses to clearly convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events?
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events?
- Provide a conclusion that follows from and reflects the narrated experiences or events?
- Use correct grammar and spelling throughout?
You may review transition words with the student prior to uploading the essay, but the essay should be the result of the student's own efforts to follow the elements of a nonfiction narrative essay.
### Letters from the Past - Part 1

#### Objectives
- To analyze the tone and diction in two letters
- To compose an analysis of the tone of the letters in the lesson
- To complete the body paragraphs for the unit project on rites of passage

#### Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- "You are the Electric Boogaloo" by Geoff Herbach
- "Just Be Yourself" by Stephanie Pellegrin
- Tone Worksheet 1

#### Assignments
- Complete a first read of both "You Are the Electric Boogaloo" and "Just Be Yourself" letters.
- Complete Comprehension Check questions.
- Review Concept Vocabulary and complete Word Study.
- Complete a close read for both "You Are the Electric Boogaloo" and "Just Be Yourself."
- Complete the Analyze Craft and Structure focusing on tone.
- Practice with tone words.
- Focus on verb moods as conventions.
- Compose an analysis of tone in the letters.
- SHOW: Compose body paragraphs for the unit project article on rites of passage.

---

### LEARN

#### LEARN ABOUT...

**GEOFF HERBACH**

You are going to be reading a letter written by author Geoff Herbach. Before you do so, let’s get some background knowledge!

Read [this profile](#) about Herbach, called “About Geoff Herbach,” to help you learn more about this author. After you read this profile, you should know more about Geoff Herbach.

After you read, answer these questions:

1. **True or false:** Geoff Herbach has lived in a log cabin.
2. **True or false:** Geoff Herbach’s books have not won any awards.

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### TEACHING NOTES

Your student is reading a background article profiling author Geoff Herbach. This will prepare your student for a later portion of the lesson, in which he or she will read a letter written by this author.

After reading this profile, your student should know more about Geoff Herbach.
In the last lesson, you wrote a nonfiction personal narrative about a life changing event or experience that you or someone you know experienced. This lesson introduces you to tone and emphasizes the importance of your word choices. You can use these skills in your article project. In your article, you want the tone to remain neutral and educational, rather than opinionated.

For this lesson, you are going to read two letters that the authors wrote to their younger selves about a moment that changed them in some way. Rites of passage do not need to be great events or ceremonies, as you will soon read. These memorable, life-changing moments are rites of passage that you will read about in “You Are the Electric Boogaloo” and “Just Be Yourself!”. While you read, think about the following questions and write your responses in your ELA Journal:

- For each letter, what is the general topic?
- For each letter, who is it about?

Now, complete a first read for both “You Are the Electric Boogaloo” and “Just Be Yourself” in myPerspectives Unit 1: Rites of Passage, Small-Group Learning.

VOCABULARY
- immense
- majestic
- numerous

TEACHING NOTES

Review paragraphs 1–7 of the text. For your student to understand the title of the selection and the references to break dancing, he or she should know that the Electric Boogaloos were a street dance crew in the 1970s and 1980s, and that “Electric Boogaloo” was a dance style made popular by the group. Consider supporting your student by sharing videos of street dancing or break dancing.

You may want to encourage your student to notice how the authors address their teen selves.
While your student is reading, assess his or her fluency for accuracy. Ask questions to make sure students understand the format and structure. For example, both letters begin with “Dear Teen Me,” so what is it? (A letter). To whom are the authors writing? (Their younger selves). Point out the use of first person (I, me, my, I’m) and second person (you, your, you’re). Ask whom those pronouns represent (first person: the older self; second person: the self as a teenager). Confirm that your student understands the meaning by having him or her tell you what events happened in the past that the authors are writing about to their younger selves.

**VOCABULARY**

**WORD-SOLVING STRATEGIES: RELATED WORDS**

Related words are words that have similar meanings or denotations. They can be both positive and negative attributes. Look at these words: stingy, thrifty, cheap, economical. Think about what each word means and use each word in a sentence.

You can use a thesaurus when looking for a word’s synonym (a word that means the same thing as another word). A thesaurus also includes lists of related words, which are words whose meanings are close enough to be synonyms but are not exactly the same.

Read each of the following words and list some related words for each. Use your knowledge of the word and a thesaurus to find synonyms for each.

- immense
- majestic
- numerous

**Possible Answers:**

- **immense**: colossal, vast, monstrous, limitless
- **majestic**: imposing, grand, magnificent
- **numerous**: big, diverse, plentiful, profuse

Now that you have completed the first read of the two letters, answer the **Comprehension Check** questions in the **Making Meaning** section. Write your answers in your ELA Journal.
POSSIBLE RESPONSES FOR COMPREHENSION CHECK QUESTIONS
"You Are the Electric Boogaloo"

1. The author focuses on the activity of break dancing. They were break dancers.
2. He screams, "Dancing is not a crime!"

"Just Be Yourself!"

3. The author was trying to find her talents and skills.
4. The author believes that in trying so hard to figure out who she is, her teenage self is losing herself.
5. Summaries will vary but the first letter is from a man to his younger self who was in a breakdancing crew (probably in the 1980s). There are various references to items and places that were popular in the 80s. He had a terribly embarrassing moment when his dance crew challenged another dance crew to a dance-off. His shirt stuck to the floor and rubbed his back. He couldn't complete his routine. Ultimately, when he and his friends get together now, they look back on moments like this and laugh about them because they aren't important in the larger plan in life. He learned to stand tall and try again from this experience.

The second letter is from a woman to her younger self. The teen version of herself is a nerd without many friends but she has joined every club at the school trying to find out her strengths. The older woman warns her that she is only losing herself and that she will ultimately find her true passion in life. The author, Pellegrin, makes the point that it's important to be yourself at any age.

COMPREHENSION
TEXT-TO-TEXT CONNECTIONS
Good readers make connections to other texts they have read. Good readers think about how a text relates to other readings.

For example, think about the information presented in the text "Just Be Yourself." Compare it to the information in "You Are the Electric Boogaloo." Is it the same or different? What information do they present that is the same? Do the authors use similar methods to prove their points?

Text-to-text connections are powerful. These connections help you add to information you already know, evaluate evidence given for arguments, and help you understand ideas with nuance. When you are making text-to-text connections, you might be inspired to ask questions. Record the following text-to-text connections from these two texts in your ELA journal:

- What ideas from other texts to these texts shape?
- Which ideas in these texts are similar?
- What ideas in these texts build on one another? What ideas show disagreement or are slightly different?
Help your student make connections to other texts in this unit by asking the following questions:

- What ideas from other texts to these texts shape?
- Which ideas in these texts are similar?
- What ideas in these texts build on one another? What ideas show disagreement or are slightly different?

Your student may choose to compare any texts in the unit, as they all discuss rites of passage.

How did you do on your summary? Did you get the important ideas from the letters? 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? If you included opinions in your summary, go back and cross them out and revise your summary to make it objective.

Now, deepen your understanding of the text by completing the Concept Vocabulary activities in the Language Development section of your textbook in your ELA Journal. Make sure to include the practice exercises in your ELA Journal!

**TEACHING NOTES**

**WHY THESE WORDS? POSSIBLE RESPONSES:**
The concept words all have to do with a sense of the extreme. Another word that fits the category is *epic* from “You Are the Electric Boogaloo.”

Possible Responses will vary but should show an understanding of each word’s meaning.

**WORD STUDY POSSIBLE RESPONSES:**

In this part, you completed a First Read of two letters from adults to their younger selves as well as conducted a vocabulary word study. In the next part, you will perform a close read of the letters and begin to analyze the tone of each letter.
WHY THESE WORDS? POSSIBLE RESPONSES:
The concept words all have to do with a sense of the extreme. Another word that fits the category is **epic** from "You Are the Electric Boogaloo." Possible Responses will vary but should show an understanding of each word's meaning.

WORD STUDY POSSIBLE RESPONSES:
- **numerous**: many, full of many items.
- **continuous**: without interruption, continuing.
- **desirous**: wanting, full of desire.
- **prosperous**: wealthy, having full prosperity.

In this part, you completed a First Read of two letters from adults to their younger selves as well as conducted a vocabulary word study. In the next part, you will perform a close read of the letters and begin to analyze the tone of each letter.

Please go online to view and submit this assessment.

RATE YOUR UNDERSTANDING
# Letters from the Past - Part 2

## Objectives
- To analyze the tone and diction in two letters
- To compose an analysis of the tone of the letters in the lesson
- To complete the body paragraphs for the unit project on rites of passage

## Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- "You are the Electric Boogaloo" by Geoff Herbach
- "Just Be Yourself" by Stephanie Pellegrin
- Tone Worksheet 1

## Assignments
- Complete a first read of both "You Are the Electric Boogaloo" and "Just Be Yourself" letters.
- Complete Comprehension Check questions.
- Review Concept Vocabulary and complete Word Study.
- Complete a close read for both "You Are the Electric Boogaloo" and "Just Be Yourself."
- Complete the Analyze Craft and Structure focusing on tone.
- Practice with tone words.
- Focus on verb moods as conventions.
- Compose an analysis of tone in the letters.
- SHOW: Compose body paragraphs for the unit project article on rites of passage.

### LEARN

## GRAMMAR

**USING PUNCTUATION TO INDICATE A PAUSE OR BREAK**

**Step 1**

You have been reading to understand meaning and tone in letters. You can break down a sentence to think about how an author uses punctuation to indicate a break. These breaks can contribute to the tone of a text.

Read this sentence from “You Are the Electric Boogaloo.”

You and your buddies go for broke in front of a small, glum crowd (who all eat Hot Sam's pretzels), and when security comes to escort you out, you scream, “Dancing is not a crime!”

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**

What do you remember about nonrestrictive, or nonessential, sentence elements?
Often, a nonrestrictive sentence element represents a pause or break in the sentence. You can think of this like the author adding a side thought, as if the author is saying, “Oh, by the way…”

Your Learning Guide has divided this sentence into chunks. Which chunks make up a nonrestrictive element? What kind of nonrestrictive element is it? How is it punctuated?

Read the sentence again. Pay attention to the way the relative clause is set off. You might notice that the sentence feels very casual. The relative clause feels almost like a joke the writer of the letter is telling. The kids are dancing outside a Hot Sam’s shop, so of course the crowd is full of people who grabbed a pretzel and then stopped to watch the kids. The clause doesn’t affect the meaning of the main part of the sentence. It adds a detail that contributes to imagery and a humorous tone.

The author punctuates nonrestrictive elements in a similar way throughout. Why do you think the author decided to do this?

Step 4

An author can use a nonrestrictive sentence element to add details to a sentence. The way an author uses nonrestrictive elements affects the tone of a text.

In the sample sentence, you looked at a nonrestrictive element punctuated with parentheses. Those parentheses indicate a break in the main sentence. When it comes to indicating a break, an author has several choices in punctuation. These choices include commas, ellipses, and dashes.

On sentence strips or index cards, rewrite the relative clause in the sample sentence with different punctuation. Try it with commas, ellipses, and dashes. Put each version in the sentence. Do you notice any changes in the tone or meaning of the sentence?

Evaluate the choices in punctuation. Think aloud about each one. Which do you think is most effective? Why?

Why is it important to think about punctuation when you write a sentence with a nonrestrictive element in it?

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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:

- You and your buddies
- go for broke
- in front
- of a small, glum crowd
- (who all eat
- Hot Sam’s pretzels),
and when
security comes
to escort you out,
you scream,
“Dancing is
not a crime!”

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 group of friends dance enthusiastically in front of a crowd of people all eating pretzels. When security comes to stop them, the kids stand up for themselves.

**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-complex sentence. There are two independent clauses with a dependent clause between them. The author uses the sentence construction to signal relationships among ideas. I know the time at which kids screamed. The construction of the sentence helps me picture the exact sequence of events. Putting all of the events in one sentence makes the events flow and makes me picture all of this happening quickly.

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? What relationship does the sentence type signal? What is the effect of using this sentence type?"

**Step 3**

Possible response: They can be deleted without affecting the sentence's basic meaning. They are set off with punctuation like commas, dashes, or parentheses.

Your student should identify these chunks:

- (who all eat
  Hot Sam's pretzels),

*Answer: It is a relative clause; with parentheses*
Possible response: I think the author decided to do this to keep a casual tone. I think the author wanted the letter to feel light and friendly, especially since it’s dealing with serious issues of self-confidence.

Step 4

Your student should prepare sentence strips or index cards with the following:

- , who all eat Hot Sam’s pretzels,
- ...who all eat Hot Sam’s pretzels...
- —who all eat Hot Sam’s pretzels—

Possible response: I notice that the one with the dashes feels like a more abrupt interruption. The one with the ellipses feels too slow.

Possible responses:

- It just feels like part of the sentence. I feel like this version has too many commas, which makes the meaning of the sentence a little hard to follow.
- This one slows the sentence down too much. It feels like too much of a pause.
- I like this one because the dashes really draw attention to the image. It makes me think about what the crowd of people eating pretzels looks like. It’s kind of funny.

Possible response: I think the parentheses are most effective. It makes the clause feel like a break but doesn’t interrupt the flow too much. It feels like a side note to the story the author is telling.

Possible response: Because different choices in punctuation affect the way a sentence flows. Punctuation affects the tone, so I want to make sure I pick what goes with the attitude I want to convey.

Extension

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

Have your student read this sentence:

You and your buddies go for broke in front of a small, glum crowd (who all eat Hot Sam’s pretzels), and when security comes to escort you out, you scream, “Dancing is not a crime!”

Then say, “In this sentence, the author uses parentheses to indicate a pause in the main part of the sentence. Selecting punctuation is part of the author’s craft. You can select punctuation based on the effect you want it to create. You thought about the different effects of using parentheses, commas, dashes, and ellipses to indicate a pause or break. Today you will work on revising your article on rites of passage. Review your article for a place you might use punctuation to indicate a pause or break. Rewrite the sentence with different types of punctuation. Think about the tone you want to convey in your article and in that particular sentence. Which punctuation best fits that tone?”
Your student should select a sentence with a nonrestrictive element and rewrite the sentence with different punctuation setting off that element. Encourage your student to think aloud about the different choices and their effect on tone as well as their appropriateness to the type of writing. Have your student select the punctuation that he or she feels is the best fit and include this new sentence in his or her revision.

**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 “You Are the Electric Boogaloo” and click on the audio to listen to an excerpt of the text. While you listen, follow along with the text below. Notice how he scoops words together into phrases instead of reading them one-by-one like a robot. He also uses the punctuation to help guide his phrasing. After you listen to the text being read aloud, practice reading the excerpt on your own, using the rules of phrasing.

Dear Teen Me,

Humiliation and hilarity are closely linked, my little friend. Don’t lie there in bed, your guts churning, as you replay the terrible scene. I’m glad your shirt stuck to the floor.

I love your break-dancing crew, okay? You and your friends from the rural Wisconsin hills have that K-Tel how-to album (including posters and diagrams). You pop. You worm. You spin on your backs. You windmill. In fact, you’re not even that bad!

I love your silver “butterfly” pants (with forty-six zippers) that burst red fabric when you spin. Beautiful.

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 you are going to practice rereading paragraphs 5—7 of “You Are the Electric Boogaloo” 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 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 “You Are the Electric Boogaloo” and click on the audio to listen from 0:40 – 1:28.

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 have your student read paragraphs 5—7 of “You Are the Electric Boogaloo” 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.

Now you will record your student reading the paragraphs 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.

In the last part, you completed a first read and worked on summarizing two letters from adults addressed to their younger selves. These were “You Are the Electric Boogaloo” and “Just Be Yourself.”

In this part, you will complete a close read of these letters, and then you will begin analyzing craft and structure through tone. Remember that close reading is looking at short sections of text using different lenses to analyze the text. Close reading is effective in increasing your understanding of both fiction and nonfiction texts.
Since you have an initial understanding of the major ideas in each letter from the summaries you wrote, dig a little deeper. Return to Paragraph 6 in “You are the Electric Boogaloo” and Paragraphs 6 and 7 of “Just Be Yourself” and complete the close reading activities below. Make sure to record evidence in your ELA Journal.

First, close read Paragraph 6 of “You are the Electric Boogaloo.”

1. Mark or copy the details in your ELA Journal from paragraph 6 in which the writer describes his actions at the mall when he was a teenager.
2. Consider what these details might tell you. What impression does the author create with the details and his use of language, or diction?
3. Why might the author have included these details?

Diction, an author’s word choice, is especially important when writing humor, or writing that is intended to evoke laughter or entertain.

Now, go to “Just Be Yourself” in myPerspectives Unit 1: Rites of Passage, Small-Group Learning and close read Paragraphs 6 and 7.

1. Mark or copy the references to literature that the author includes in these two paragraphs into your ELA Journal.
2. What can you infer from the quotation from E. E. Cummings and the allusions?
3. Why might the author have included these details?

Remember: writers use allusions, or references to other literary works, to express important ideas. The book and book series that the author refers to both have to do with growing up and going through rites of passage. If readers recognize the allusion, the references can pack more information and meaning into the text.

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**TEACHING NOTES**

Close read Paragraph 6 from “You are the Electric Boogaloo.”

1. Possible Annotations: “go into Kennedy Mall in Dubuque, Iowa, to dance across from Hot Sam’s Pretzels. You and your buddies go for broke in front of a small, glum crowd (who all eat Hot Sam’s pretzels), and when security comes to escort you out, you scream, ‘Dancing is not a crime!’”
2. Possible response: By including these details, the author develops a vivid picture of a teenager exhibiting teenage behavior. The word choice is informal and slangy in the case of “went for broke.”
3. Possible response: By carefully choosing words about the specific setting, how the boys danced, and what the dancers screamed, the writer creates a humorous picture of the boys’ feelings of self-importance in the midst of a fairly ordinary place and situation.

Close read Paragraphs 6 and 7 from “Just Be Yourself.”

1. Possible Annotations: “I think E. E. Cummings put it best when he said, ‘It takes courage to grow up and become who you really are’” and “Oh, The Last Battle by C. S. Lewis…. You should give those Harry Potter books a try.”
2. Possible response: The author refers to what she probably read as a teenager and what she would suggest to that same teenager now. It shows that reading was and is important to her.
3. Possible response: By including the poet’s words and the references to two books, the author shows how important books and writing are to her. These may be a clue to how the author has been able to find what she loves.

Now that you have looked closely at the diction and allusions present in the letters, turn your focus to the craft and structure of the pieces, specifically at their tone. Tone can be created using specific diction, expressions, phrases, and allusions in a text.

Tone is the attitude of an author toward a subject or audience. An author’s tone may be described using adjectives such as serious, humorous, casual, or formal. To develop the tone of a literary work, an author considers the connotations of the words he or she uses, or the ideas and feelings associated with the words.

Connotations often suggest meaning beyond the word’s dictionary definition, or denotation. A word's connotations may be positive or negative. For example, the words postpone and procrastinate have similar denotations—“to put off until a later time.” However, the word postpone has a more positive connotation that suggests that something is being rescheduled due to circumstances beyond one's control. In contrast, the word procrastinate has the negative connotation of putting something off because one doesn't feel like doing it.

INTERACTIVE ACTIVITY

Here are some resources that you can use to practice understanding and identifying tone:

- Tone and Mood Practice
- List of Tone Words

Use these resources to learn and memorize some tone words now. You can go back to these resources to remind yourself of the definition of these words. Use the practice flash cards to quiz yourself on how well you are learning the words!
In this part, you completed a close read for diction and allusions in “You are the Electric Boogaloo” and “Just Be Yourself.” Then, you began thinking about how diction affects tone and spent some time practicing and learning more about tone. In the next part, you will examine the tone in the letters and examine how verb mood affects meaning.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
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 paragraphs 5–7 of “You Are the Electric Boogaloo,” you practiced reading using the rules of phrasing. Now you are going to use the rules of phrasing and the rules of expression while you practice rereading a part of “Just Be Yourself.”

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 the e-text and listen to a portion of “Just Be Yourself.” The audio is located right below the title of the text. Listen to how the reader reads with expression using a storytelling voice and reads in 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.

Now you are going to practice rereading “Just Be Yourself” 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. Also think about your expression and phrasing on the page.

- Did you think about what is happening 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 person reading “Just Be Yourself” aloud, from 0:30 – 1:00.

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.

Now have your student read “Just Be Yourself” 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. 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, with expression, or with phrasing, model reading the text with expression and phrasing for your student. Read sentence-by-sentence and
In the last part, you began examining the concept of tone on a deeper level through outside resources. Now, you will turn your focus back to “You Are the Electric Boogaloo” and “Just Be Yourself” in myPerspectives Unit 1: Rites of Passage, Small-Group Learning.

Go to the Making Meaning section in your textbook and, in your ELA Journal, complete the Analyze Craft and Structure activities. You may recreate the tables on connotations and denotations in your ELA Journal so that you can fill them in.

#### POSSIBLE RESPONSES FOR “YOU ARE THE ELECTRIC BOOGALOO”

<table>
<thead>
<tr>
<th>Word and its Denotation (look up the definition in the dictionary if necessary)</th>
<th>Connotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butterfly</td>
<td>Unusual style; funny</td>
</tr>
<tr>
<td>Guts</td>
<td>Courage; positive feeling</td>
</tr>
<tr>
<td>Epic</td>
<td>Amazing; good</td>
</tr>
<tr>
<td>Dork</td>
<td>Silly; funny</td>
</tr>
</tbody>
</table>

**Writer's tone:** The tone of the piece is humorous and light-hearted.

#### POSSIBLE RESPONSES FOR “JUST BE YOURSELF”

<table>
<thead>
<tr>
<th>Word and its Denotation (look up the definition in the dictionary if necessary)</th>
<th>Connotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nightmares</td>
<td>Extremely bad dreams; negatives</td>
</tr>
<tr>
<td>Rock-stars</td>
<td>Unrealistic but positive</td>
</tr>
<tr>
<td>“Down in the dumps”</td>
<td>Mildly unhappy; not a serious problem</td>
</tr>
<tr>
<td>Exploring</td>
<td>Positive search</td>
</tr>
</tbody>
</table>

**Writer's tone:** The tone of the letter is compassionate and light-hearted.
ANALYZING WORD CHOICE TO UNDERSTAND TONE

If it is challenging to analyze word choice to understand tone in the letters, you can stop and experiment with word choice yourself. You know that the connotation of a word is its implied meaning. An author can choose words based on connotation. The words an author chooses to contribute to the feelings a reader gets when he or she reads.

Imagine you are walking through the park when you happen upon a dog. Try writing this story in a way that feels light and happy and then in a way that feels scary. Write a few sentences for each version.

When you’re done, talk to your Learning Guide about how you chose words for each version. Which words make the happy version feel happy? Which words make the scary version feel scary? These are the words that contribute to the tone.

Once you’ve experimented with creating tone, it might be easier to pick out specific words in the letters that contribute to tone.

TEACHING NOTES

If your student is struggling to recognize words that contribute to tone in the letters, have him or her experiment with choosing words to create tone. Have your student write two very brief versions of the story. Alternately, you may offer a different prompt. The prompt should be vague enough that the story can easily take on multiple tones.

After your student writes the two versions, discuss with him or her the words that contribute to tone. Talk about how your student selected specific words.

If your student struggles to write the two versions, offer a word bank:

- Overcast
- Sun-soaked
- Furry
- Mangy
- Apprehensive
- Optimistic
- Shivered
- Skipped

Ask your student which words would be most appropriate for each version and why. Your student should recognize that words with positive connotations are appropriate for the happy version and the words with negative connotations are appropriate for the scary version.
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- Sun-soaked
- Furry
- Optimistic
- Skipped

- Overcast
- Mangy
- Apprehensive
- Shivered

Great readers also need to be great writers. You have analyzed the text and tone of the letters. Now, you will add to your writing skills by studying simple verb tenses. In the Language Development section of your textbook, complete the Conventions: Read It and Write It exercises in your ELA Journal.

TEACHING NOTES

As you review the moods of the verbs in the selection with your student, point out to him or her that a verb’s mood is different from its tense. While a mood expresses an attitude or intent, a tense expresses a time or condition. Tense and mood are independent and changing one does not require changing the other. Tense changes based on when or whether something happens, while mood changes based on the purpose of the sentence. A few tenses and moods cannot be combined, such as the imperative mood and the past tense.

READ IT POSSIBLE RESPONSES

Indicative: Paragraph 2, “Humiliation and hilarity are closely linked, my little friend.”

Interrogative: Paragraph 13, “Would success have gone to your head?”

Imperative: Paragraph 15, “Just relax.”

WRITE IT POSSIBLE RESPONSES

1. Dancers should try to perform in public. They should wear colorful costumes.
2. Authors may write about themselves, and they should use what they know.

In this part, you focused on connotations of words as well as various verb moods and how they affect the tone of a piece of writing. In the next part, you will write a brief analysis of the tone of the letters using textual evidence to support your analysis that you will upload for an assessment.
Great readers also need to be great writers. You have analyzed the text and tone of the letters. Now, you will add to your writing skills by studying simple verb tenses. In the Language Development section of your textbook, complete the Conventions: Read It and Write It exercises in your ELA Journal.

As you review the moods of the verbs in the selection with your student, point out to him or her that a verb's mood is different from its tense. While a mood expresses an attitude or intent, a tense expresses a time or condition. Tense and mood are independent and changing one does not require changing the other. Tense changes based on when or whether something happens, while mood changes based on the purpose of the sentence. A few tenses and moods cannot be combined, such as the imperative mood and the past tense.

READ IT POSSIBLE RESPONSES
Indicative: Paragraph 2, "Humiliation and hilarity are closely linked, my little friend."
Interrogative: Paragraph 13, "Would success have gone to your head?"
Imperative: Paragraph 15, "Just relax."

WRITE IT POSSIBLE RESPONSES
1. Dancers should try to perform in public. They should wear colorful costumes.
2. Authors may write about themselves, and they should use what they know.

In this part, you focused on connotations of words as well as various verb moods and how they affect the tone of a piece of writing. In the next part, you will write a brief analysis of the tone of the letters using textual evidence to support your analysis that you will upload for an assessment.

Please go online to view and submit this assessment.

Visit this website for more information and practice with verb moods.
LEARN

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 at which 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

You have practiced reading using the rules of phrasing and expression while reading “Just Be Yourself.” Earlier in the unit you also practiced reading tricky words and understanding words while reading “The Medicine Bag.” Now you are going to put everything together that you have learned about fluency to reread “You Are the Electric Boogaloo.”
Go to the audio in your e-text to listen to a portion of “You Are the Electric Boogaloo” being read aloud, starting at the 0:40 mark.

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 "You Are the Electric Boogaloo" for one minute. After reading it once, your Learning Guide is going to time you reading the text two more times. Your goal is to be able to read more smoothly and at the correct pace each time you read. However, you do not want to read so fast your accuracy, expression, and phrasing suffer. 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

Listen to the first minute of the letter “You Are the Electric Boogaloo” being read aloud starting at 0:40. 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 "You Are the Electric Boogaloo" 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.
You learned about how an author creates tone in a piece of fiction or nonfiction. Reread the letters “You Are the Electric Boogaloo” and “Just Be Yourself” with attention to the tone in each. Then answer the questions.

**USE FOR MASTERY**

Which word describes the tone of both letters?

- mocking
- sarcastic
- light-hearted
- judgmental

Select a total of FOUR sentences that indicate the tone of the letters.

**from You Are the Electric Boogaloo:**

Don't stay awake worrying about it, though. Don't wonder what you should have done differently. Don't beat yourself up, gut boiling with embarrassment. Don't imagine punching out the members of 4+1—you can't blame them for wearing slick Adidas tracksuits that didn't grip the floor. Just go to sleep, kid, and get ready for the next dance. It's all going to be great, okay?

**from Just Be Yourself:**

Psst! Hey! You in the corner of the library with your nose stuck in a book. Yes, you. Don't recognize me without that awful perm, do you? (Remind me again why you thought that was a good idea?)
Letters from the Past - Part 5

Objectives
- To analyze the tone and diction in two letters
- To compose an analysis of the tone of the letters in the lesson
- To complete the body paragraphs for the unit project on rites of passage

Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- "You are the Electric Boogaloo" by Geoff Herbach
- "Just Be Yourself" by Stephanie Pellegrin
- Tone Worksheet 1

Assignments
- Complete a first read of both "You Are the Electric Boogaloo" and "Just Be Yourself" letters.
- Complete Comprehension Check questions.
- Review Concept Vocabulary and complete Word Study.
- Complete a close read for both "You Are the Electric Boogaloo" and "Just Be Yourself."
- Complete the Analyze Craft and Structure focusing on tone.
- Practice with tone words.
- Focus on verb moods as conventions.
- Compose an analysis of tone in the letters.
- SHOW: Compose body paragraphs for the unit project article on rites of passage.

LEARN

GRAMMAR

VERB MOOD

Step 1
You have been reading to understand meaning and tone in letters. You have also learned about several verb moods. You know that authors can use verb moods to express attitudes. This contributes to tone. You can look at individual sentences to determine the mood of the verbs and think about the attitude they show.

Read this sentence from "You Are the Electric Boogaloo."

Don’t lie there in bed, your guts churning, as you replay the terrible scene.

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 have learned about three verb moods: indicative, interrogative, and imperative.
- **Indicative** (or declarative) verb mood expresses a statement of fact, or that something is happening in reality.
- **Interrogative** verb mood expresses a question.
- **Imperative** verb mood expresses a command or request.

Look at the first chunk of today’s sentence. What mood is the verb? How do you know?

To think about how verb mood expresses attitude, you can rewrite the sentence with different moods. Rewrite the first chunk of the sentence in the other two moods. Write a question mark on a card and add it to the end of the sentence for your interrogative version. Put each chunk over the first chunk in the sentence and read the new sentence. Then compare and contrast the different versions of the sentences. Think about the attitudes they express. Why do you think the author chose the mood he did for today’s sentence? Do you think it was the strongest choice? Why?

**Step 4**

You know that you can use different verb moods to express attitude in your writing. When you write, you also need to make sure you don’t create inappropriate shifts in mood. Mood shifts occur when a text shifts abruptly from one mood to another. This can be in the same sentence or in a subsequent sentence. A shift in mood can be confusing to your reader.

Your Learning Guide is going to show you a different version of today’s sentence. What is wrong with this sentence?

Read these sentences. Correct the ones that have inappropriate shifts in mood.

- Don’t be too hard on yourself, and I wish you would keep dancing.
- The dancers should meet in the lobby. Work hard today!
- Go to the mall, and then you should call me when you get home.

Why is it important to keep verb mood consistent 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:

- Don’t lie there
- in bed,
- your guts churning,
- as you replay
- the terrible scene.

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 author doesn’t want his past self to beat himself up about an embarrassing situation.

**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 complex sentence. I know because there is an independent clause and a dependent clause. The structure of the sentence signals a relationship with the help of the subordinating conjunction as. It shows that lying in bed and replaying the scene happen at the same time.

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? What relationship does the sentence type signal?”

**Step 3**

*Answer:* imperative; it is giving a command

Your student might rewrite the first chunk in these ways:

- Indicative: I don’t want you to lie there in bed,
- Interrogative: Are you going to lie there in bed,

*Possible response:* I think the author chose this mood because he wanted to be direct and forceful. I think it is the best choice because the attitude of the indicative version is weaker, and the interrogative leaves it up to his younger self to make the choice.

**Step 4**

Prepare this sentence chunk:

- and you must not replay the scene in your head.

Display the first two chunks from this sentence followed by the new chunk.

*Answer:* It shifts from imperative to indicative mood.
Your student might rewrite the sentences like this:

- Don’t be too hard on yourself, and always keep dancing.
- The dancers should meet in the lobby, and they should work hard today!
- Go to the mall and then call me when you get home.

Possible response: It’s important because it supports the attitude and makes my ideas clear.

**Extension**

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

Have your student read this sentence:

```
Don’t lie there in bed, your guts churning, as you replay the terrible scene.
```

Say, “In this sentence, the author uses the imperative mood to create a forceful attitude in the sentence. You can use verb mood in your own writing to support tone and attitude. Today you are going to write about the rites of passage you have researched. You can warm up for this by writing sentences about what you learned using the different moods.”

Have your student review his or her research and write three sentences, one for each verb mood, about his or her findings. If necessary, review the purpose of each verb mood (*indicative*, *interrogative*, *imperative*).

You can check your student’s understanding of each mood by looking for the following in his or her sentences:

- **Indicative:** A statement of fact or an observation, a period at the end of the sentence
- **Interrogative:** Question words such as who, what, where, when, why, how; a question mark at the end of the sentence
- **Imperative:** A command or request with no subject in the sentence

Say, “Think about the attitude and tone of the sentences you wrote. In which situation would each sentence be most appropriate? Which verb mood do you think you will use most in your writing today? Why?”

In his or her response, your student should recognize that the indicative sentence would be most appropriate in informative writing or sharing information. Your student might say that the interrogative mood might be used as a hook to capture the reader’s interest. Your student might say that the imperative might be used to invite the reader to keep reading to learn more. Your student should recognize that he or she will use the indicative mood most in his or her writing today because the writing is informative.
You have read a story about a young man continuing a Lakota tradition, watched a video about a young Apache girl taking part in a traditional rite of passage to become a woman, written a personal nonfiction narrative essay about a life changing experience, and read nonfiction letters written by authors to his or her teenage self in a moment of reflection on a life changing or memorable experience. Throughout the unit, you have researched various rites of passage across cultures, ethnicities, and the globe. You should have at least four sources for your nonfiction article.

While you will have two sessions to write the body paragraphs of your article, there are specific parts that you will need to complete each session.

First, you will write the paragraphs for your article about the rites of passage that you have researched in which you introduce and explain the rites of passage, using precise language. By the end of the next session, you should have composed all the body paragraphs of your article and you should have begun thinking about how to organize and connect the rites of passage in the article. You should write a minimum of one to two paragraphs for each rite of passage you have researched.

Remember, your article will report on various views about becoming an adult. Today, focus on writing the body paragraphs of your article. As you write your body paragraphs, make sure you include the following information for each rite of passage:

- Who practices the rite of passage and what it symbolizes to them
- The elements of the rite of passage and how it concludes
- How the rite prepares a child for adulthood
- Any key details a reader would need to know to understand the rite of passage
- A formal, didactic tone, with no opinions
- Information logically ordered to explain the rite of passage to the reader

Review the rubric so that you are sure to cover everything in your article about rites of passage.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Great</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.</td>
<td>Project successfully integrates the ideas from four or more sources to find similarities across cultures in rites of passage.</td>
<td>Project attempts to integrate the ideas from three or more sources to find similarities across cultures in rites of passage.</td>
<td>Project uses ideas from two sources and finds some similarities in rites of passage.</td>
<td>Project does not use two or more texts to address similarities in rites of passage.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Great</td>
<td>Good</td>
<td>Fair</td>
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<tr>
<td>Write an informative text to examine and convey the complex ideas and information on rites of passage clearly and accurately.</td>
<td>Project clearly introduces and previews the topic, develops ideas of the rites of passage with appropriate information from multiple credible sources, maintains formal style, and provides conclusion to the article.</td>
<td>Project introduces the topic, includes ideas about rites of passage from some sources, maintains formal style and has a conclusion.</td>
<td>Project does not provide a clear introduction to the topic of the article, little to no sources are used, formal style, brief conclusion.</td>
<td>Project does not display clear essay organization with introduction, body, and conclusion. No sources are credited. Informal style.</td>
</tr>
<tr>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>Ideas are clear and well organized. Project is free from spelling and grammatical errors.</td>
<td>Ideas are clear and organized. Project may contain a few errors in spelling and grammar that do not detract from the meaning.</td>
<td>An attempt is made to present ideas in an organized essay. There are multiple errors in spelling or grammar that interfere with meaning.</td>
<td>Project appears to be in first draft stage with multiple errors in organization, sentence structure, and spelling.</td>
</tr>
<tr>
<td>Gather relevant information from multiple and varied print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
<td>Gathers information from four or more credible sources, cites them correctly in the article, and includes them on the Works Cited page. At least one source is non-textual and may be integrated into the article.</td>
<td>Uses information from three or more sources but they may not be credible, cites them correctly in the article and includes them in the Works Cited page. Uses at least one non-textual source but does not include in the article.</td>
<td>Attempts to use information from more than two credible sources, may have difficulty using proper citation methods, sources appear on Works Cited page but may not be in correct order or format. Cites one non-textual source.</td>
<td>Uses one or less outside source which may or may not be credible, lacks internal citations, lacks Works Cited page or it is incorrect format. Does not include non-textual source OR uses ALL non-textual sources.</td>
</tr>
</tbody>
</table>
Now, begin writing the body paragraphs of your article. Inform the reader about the rite and the details connected to the rite of passage. You will need to write about a minimum of two rites of passage. You may write about more rites of passage if you believe there are others that illuminate the purpose of such a rite.

### TEACHING NOTES

Your student should have his or her notes from the research he or she completed in *Apache Girl’s Rite of Passage*. Now, your student should begin to organize his or her ideas and figure out how he or she is going to present the research. [Easybib](https://www.easybib.com) has an excellent outlining tool. If your student put his or her information into Easybib.com on digital notecards, the organizing is just a drag and drop. Each rite of passage needs to be explained in one to two paragraphs.

In this part, you have worked towards completing the body paragraphs of your project article. Each rite of passage has been explained in one to two paragraphs. Each paragraph includes outside source information that is properly cited so that there is no plagiarism. In the next part, you will continue writing these paragraphs and then you will organize them and determine which text features you will use to organize your article.
RATE YOUR PROGRESS

Please go online to view and submit this assessment.
### Letters from the Past - Part 6

**Objectives**
- To analyze the tone and diction in two letters
- To compose an analysis of the tone of the letters in the lesson
- To complete the body paragraphs for the unit project on rites of passage

**Books & Materials**
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- "You are the Electric Boogaloo" by Geoff Herbach
- "Just Be Yourself" by Stephanie Pellegrin
- Tone Worksheet 1

**Assignments**
- Complete a first read of both “You Are the Electric Boogaloo” and “Just Be Yourself” letters.
- Complete Comprehension Check questions.
- Review Concept Vocabulary and complete Word Study.
- Complete a close read for both “You Are the Electric Boogaloo” and “Just Be Yourself.”
- Complete the Analyze Craft and Structure focusing on tone.
- Practice with tone words.
- Focus on verb moods as conventions.
- Compose an analysis of tone in the letters.
- SHOW: Compose body paragraphs for the unit project article on rites of passage.

### SHOW

By the end of today's session, you will have completed your body paragraphs for your article. After writing, you may think about which paragraphs connect and which text features you will use (pictures, headings, etc.) to emphasize this connection. Write these ideas down for the next SHOW. Continue to draft your body paragraphs now.

When you have finished drafting, revise your body paragraphs to make certain that your ideas and your connections are clear. Make sure that you have included proper citations and that your Works Cited page is accurate.

Refer to the [rubric](#) to confirm that you have met the expectations for the project.

### TEACHING NOTES

Listen to your student's paragraphs. Reading aloud is an excellent editing and revision tool. Students can hear and see where they have errors in grammar as well as in sentence structure, connecting ideas, and incomplete thoughts. You may want to suggest that your student read a couple of his or her paragraphs to you as part of the revision process.
Now, you have completed all your body paragraphs for the project and you may have begun revising them. Hopefully, you have also started to organize the article, thinking about how you want to present it. You will complete the project after the next lesson so keep your research close by as you are nearing the end of the unit and of the project!

**RATE YOUR PROGRESS**

Please go online to view and submit this assessment.
"Hanging Fire" and "Translating Grandfather’s House" - Part 1

Objectives
- To read and analyze two poems about adolescence
- To determine which poem best conveys the theme of growing up and how the structure affects the meaning

Books & Materials
- ELA Journal
- Computer
- Poem "Hanging Fire" by Audre Lorde
- Poem "Translating Grandfather’s House" by E. J. Vega
- Theme chart (optional)

Assignments
- Complete a first read and Comprehension Check questions for both "Hanging Fire" and "Translating Grandfather’s House."
- Complete Close Read and Concept Vocabulary activities for both poems.
- Analyze the craft and structure of types of poems.
- Compare speakers and experiences in the poems.
- USE: Create a brief essay response with supporting evidence.

LEARN

LEARN ABOUT...

AUDRE LORDE

You are going to be reading a poem, “Hanging Fire,” by author Audre Lorde. Before you do so, let’s get some background knowledge.

Read this article, called “Audre Lorde Biography,” to help you learn more about this author. The topic headings in the article are in bold letters. Use these headings to help you keep track of the main point of each section. After you read this biography, you should know more about author Audre Lorde.

After you read, answer these questions about Audre Lorde:

1. In what year was Audre Lorde born?
2. True or false: Audre Lorde worked as a librarian at one time.

TEACHING NOTES

Your student is reading a background article about author Audre Lorde. This will prepare your student for a later portion of the lesson, in which he or she will read a poem by this author.

Your student can use the topic headings in bold print to keep track of the main points throughout the article. After reading this biography, your student should know more about author Audre Lorde.
In this lesson, you will read poems that are thematically related to the topic of rites of passage and enable you to see how style impacts the delivery of a message. While you won’t be using creative style in your project article, style does matter and can change meaning. Thinking about style, write some thoughts on these two questions in your ELA Journal:

- How can poets describe important rites of passage?
- Can poetry help us understand what it means to grow up?

VOCABULARY
- horizon
- awakenings
- beaming

TEACHING NOTES
Poetry can sometimes express important incidents and events better than other genres because word choice is so important and precise. Therefore, poetry eliminates excess information and very accurately reflects the author’s concept on the rite of passage.

In a moment, you are going to complete a first read of two poems. Remember that in a First Read of poems, good readers look for:

- Who or what is “speaking” in each poem? How does the speaker feel?
- What is the overall tone of the poem?
- Is the poem telling a story or describing a single moment?

Now complete a first read of Hanging Fire and Translating Grandfather’s House in myPerspectives Unit 1: Rites of Passage, Small-Group Learning, Poetry Collection.

TEACHING NOTES
While your student is reading, assess his or her fluency through prosody. Listen to see if your student reads primarily in large, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the...
Once you have completed your first read, complete the Comprehension Check questions in the Making Meaning section of your textbook. You may write your answers in your ELA Journal.

### TEACHING NOTES

#### POSSIBLE RESPONSES

**“Hanging Fire”**

1. She is unhappy about her skin and her ashy knees.
2. Momma is in the bedroom with the door closed.
3. She must learn how to dance.

**“Translating Grandfather’s House”**

4. The first drawing is the speaker’s grandfather’s home. It is a stone and clapboard home with a courtyard. Lots of lemon and mango trees are close by, and a horse is running.
5. The teacher questions what the speaker has drawn. She thinks that he got the idea from a movie.
6. He gets an A+.
7. Summaries will vary but should include that both poems are told about the experiences of a young person and their struggles as they grow.

### ANOTHER WAY

#### SUMMARIZING “TRANSLATING GRANDFATHER’S HOUSE”

You have been asked to complete a first read of a poem called “Translating Grandfather’s House.”

Use this flow chart to help you summarize the poem. Write the topic: “Summary of “Translating Grandfather’s House”” at the top. Use the five blanks on the flow chart to summarize the reading. Read and reread the text as needed to complete your summary.

If your summary only requires four blanks, that’s okay. You may also use an additional flow chart if you have extra details you’d like to include. Be sure to list all the main events from the reading.

Completing this summary will give you a better understanding of the reading, which you will be analyzing and writing about in more detail later on.
Your student will complete a graphic organizer called a flow chart to summarize the poem “Translating Grandfather’s House.”

Your student’s graphic organizer might include some of the following ideas:

Topic: Summary of “Translating Grandfather’s House”

1. Narrator shows teacher and classmates a sketch of his/her grandfather’s house as narrator remembers it.
2. The house has rows of mango and lemon trees in its courtyard and is a clapboard and stone home. A horse gallops in the background of the sketch.
3. The teacher says the house is from a movie she has seen.
4. The narrator tells the teacher that he/she was born there in the house. The narrator is not sure if the narrator’s memories of the house are accurate; memories such as someone falling off the roof while installing a weathervane.
5. Classmates finish drawings of homes from housing projects in New York City. The narrator writes “Grandfather’s House” on the drawing. The teacher tapes it to the board, smiling after writing a grade of A+ in the corner of the drawing.

Review your answers with your Learning Guide. Did you include the important part of each poem in your summary? If not, go back to the text and find the passages that you marked as being the most important. Did you include details from each of those passages? Then, reread your summary to make sure it is objective, or does not include any opinions. Remember that summaries should only be facts from the text, and not contain opinion statements.

Now, you are going to use close reading to analyze the tone of “Hanging Fire.” Remember, the tone of a poem is the writer’s feeling toward a subject. It is impacted by the author’s word choice but is also affected by line length, structure, and repetition. Complete each of the questions about lines 1–11 of “Hanging Fire” in your ELA Journal:

1. What are some of the main details in the first stanza that the poet chooses to share? What can you infer from the poet’s choice of words (diction) and details?
2. What conclusions can you make about the importance of these details in the text? Why might the author have included these details?
3. What does the repetition of “momma’s in the bedroom with the door closed” suggest about the relationship between the speaker and the mother?
POSSIBLE RESPONSES

1. “fourteen and my skin has betrayed me,” “how come my knees are always so ashy,” “what if I die before morning” and “momma’s in the bedroom with the door closed.” The speaker seems to have big concerns and worries, and she uses strong language to describe her concerns.

2. The words “betrayed,” “cannot live without,” “if I die,” and “and momma’s in the bedroom/with the door closed” show how strongly the speaker feels about things, from a boy she says she cannot live without to her concerns about dying. The fact that her mother is closed away from her means that she is worrying alone. The poem conveys an anxious feeling.

3. She and her mother do not have an open relationship.

Now, in the Language Development section of your textbook, complete the Concept Vocabulary: Why These Words and Practice exercises in your ELA Journal.

WHY THESE WORDS? POSSIBLE RESPONSE

The concept words seem to suggest a positive change. Another word that fits the category is graduation.

Practice Responses will vary but each sentence should use one of the vocabulary words correctly in a sentence.

COMPREHENSION

INFERRING AND VISUALIZING WORD MEANING

Good readers visualize to infer the meaning of unfamiliar words. Good readers visualize what is happening in a text and think about their own background knowledge to help make an inference about the meaning of an unknown word.

Look at the word protest in the third stanza of the poem, “Translating Grandfather’s House.”

The teacher says

The house is from

Some Zorro

Movie I’ve seen.
“Ask my mom,” I protest.

“She was born there—

Right there on the second floor!”

Crossing her arms she moves on.

What inferences can you make about the word protest and its usage in the poem? Practice visualizing the meaning of protest in your ELA Journal. Draw a picture of your visualization of the boy speaking to the teacher, or use words to describe the image you are visualizing. How does this help you understand the poem?

Help your student draw a picture of the visualization in his or her ELA Journal, or help him or her describe the visualization using words.

Your student should understand that just as a protest is a collective action to express disapproval, the word in this sense shades the emotion of the dialogue.

**ANOTHER WAY**

**BRAINSTORMING ABOUT RITES OF PASSAGE**

You have been reading and researching about rites of passage. Before you continue, let’s stop and gather your thoughts on rites of passage since that is the topic for this whole unit.

Let’s use a Web B Graphic Organizer to gather your thoughts! In the middle of the web, write your topic: “My Thoughts on Rites of Passage.” Write your ideas in the six other areas provided on the organizer. You do not have to fill out each area. This exercise is intended to help you think about how rites of passage differ, why they are important, and how you have experienced rites of passage yourself.

Your student has been asked to complete a Web B Graphic Organizer in order to brainstorm about rites of passage. This exercise is intended to help you think about how rites of passage differ, why they are important, and how you have experienced rites of passage yourself.
Your student’s web might include some of the following ideas. Note that these are simply examples and your student’s web may differ.

**Topic: My Thoughts on Rites of Passage**

1. Rites of passage differ from culture to culture.
2. These rites can help young people know they are ready to proceed to adulthood.
3. Rites of passage also change through different time periods.
4. I wonder what different rites of passage are in my culture.
5. I’ve experienced a rite of passage when ________________.

In this part, you began analysis of two poems about growing up. In the next part, you will continue your analysis of these poems by looking at the structure and the diction in each poem.

✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
"Hanging Fire" and "Translating Grandfather's House" - Part 2

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To read and analyze two poems about adolescence</td>
</tr>
<tr>
<td>- To determine which poem best conveys the theme of growing up and how the structure affects the meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Books &amp; Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ELA Journal</td>
</tr>
<tr>
<td>- Computer</td>
</tr>
<tr>
<td>- Poem &quot;Hanging Fire&quot; by Audre Lord</td>
</tr>
<tr>
<td>- Poem &quot;Translating Grandfather's House&quot; by E. J. Vega</td>
</tr>
<tr>
<td>- Theme chart (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete a first read and Comprehension Check questions for both &quot;Hanging Fire&quot; and &quot;Translating Grandfather's House.&quot;</td>
</tr>
<tr>
<td>- Complete Close Read and Concept Vocabulary activities for both poems.</td>
</tr>
<tr>
<td>- Analyze the craft and structure of types of poems.</td>
</tr>
<tr>
<td>- Compare speakers and experiences in the poems.</td>
</tr>
<tr>
<td>- USE: Create a brief essay response with supporting evidence.</td>
</tr>
</tbody>
</table>

**LEARN**

**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

Earlier, you practiced putting everything you have learned about fluency together while rereading “You Are the Electric Boogaloo.” In this lesson, you are going to use everything you know about fluency to reread the poem “Translating Grandfather's House.”

Go to your e-text to listen to the audio of a person reading “Translating Grandfather's House” aloud.

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 will practice rereading “Translating Grandfather’s House” for one minute. After reading it 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, while using appropriate pacing for good accuracy, expression, and phrasing. 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.

Listen to the first minute of the poem “Translating Grandfather’s House” being read aloud in the e-text, 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.

Have your student reread “Translating Grandfather’s House” 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 two poems about growing up, one from a girl’s perspective and another from a boy’s. While the topic is the same for both poems (adolescence and growing up), the poems have more than just the difference in speakers.

Now, you are going to learn about two major forms of poetry:

- **Lyric poetry** creates a single, vivid impression of an object, person, or moment in time. Lyric poems are generally short. They may be rhymed or unrhymed, but most lyric poems contain musical qualities that help to convey meaning.
- **Narrative poetry** tells a story and includes the main elements of a short story—characters, setting, conflict, and plot.

Thinking about these two kinds of poems, go to the Making Meaning section in your textbook in myPerspectives Unit 1: Rites of Passage, Small-Group Learning, Poetry Collection and complete the Analyze Craft and Structure activities in your ELA Journal. You may recreate the tables in your ELA Journal to fill them in.

Lyric poems express emotion, the way that songs do. In addition, lyric poems include musical devices. Narrative poems may also use musical effects, such as repetition and alliteration. In addition, they use the elements of storytelling. Remember, a writer’s tone is conveyed through the words he or she uses. Pay special attention to attention-grabbing words in each poem.

### TEACHING NOTES

If your student has difficulty in identifying examples from the poetry, then review each element of poetry with them (e.g., musical effects, expresses thoughts and feelings).

**Possible Responses:**

“Hanging Fire”

<table>
<thead>
<tr>
<th>Elements of Lyric Poetry</th>
<th>Examples/Evidence</th>
</tr>
</thead>
</table>
| Musical effects (repetition of words and sounds; rhythms) | repetition of “and momma’s in the bedroom/with the door closed”  
Stanza 1: alliteration: still sucks his thumb in secret |
“Translating Grandfather’s House”

You have now examined the differences between lyric and narrative poetry. While the forms of poems may differ, the messages contained within them can be the same. It is the author’s choice as to the form he or she wants to use to convey that message. Just as they choose the form of their poems, authors also choose their words carefully.

Now, go to the Language Development section in your textbook, read the information there, and then complete the Author’s Style activities in your ELA Journal for more practice with analyzing word choice. You may recreate the table in your ELA Journal to fill it in.
In this part, you closely examined the form of the two poems: lyric and narrative. You also spent time reviewing the concept of diction (word choice) and how it affects the tone and meaning of a poem. In the next part, you will examine the content of each poem more closely as well as comparing the speakers of the poems.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you closely examined the forms of the two poems as well as the word choice in each poem. Now, you will analyze the content of the poems as well as compare the speakers. Be sure to draw on the texts to explore and reflect on ideas.

Complete a T-chart for each topic below. You will use these charts in the next session when you write a brief response to the message and meaning in the poems. To make your chart, create two columns. Title one column “Hanging Fire” and the other “Translating Grandfather’s House.”

Topic 1: Think about the aspects of growing up that are described in each poem. Are these experiences specific to the speakers or more universal in nature? Support your ideas with details from the poems as well as your own experiences.

Topic 2: Compare the speakers in the two poems. In what ways are they similar? How do they differ? Would the two become friends if they were to meet? Use details from the poems to support your analysis.

Create two charts like the one below, one for each topic, in your ELA Journal. Identify examples from the text that support your ideas. Record the examples in the chart, and write notes and ideas related to the discussion topic.
POSSIBLE IDEAS/RESPONSES FOR TOPIC 1 (ASPECTS OF GROWING UP)

Your students will need to review each poem to find details to connect to a larger idea about growing up. For example, in “Hanging Fire,” the speaker says, “Why do I have to be/the one/wearing braces/” showing that she cares about how she looks. She also feels singled out. These are common parts of growing up. Your student might note his or her own feelings if he or she can relate to this aspect.

POSSIBLE IDEAS/RESPONSES FOR TOPIC 2 (COMPARE AND CONTRAST SPEAKERS)

Your student will need to look for evidence of word choice that reveals the poet’s attitudes. For example, in “Translating Grandfather’s House,” the speaker reveals his negative attitude toward the teacher by using words like “scrawls” to describe her actions. Have your student think about questions such as: Am I more interested in a poem that has a serious tone? How does a poem’s tone draw the reader into its meaning? In both poems, the speaker feels alienated. It’s possible that the speakers would therefore be able to relate to each other.

If your student is having trouble identifying theme and how the poem’s form, content, and tone contribute to creating the theme, you could use this Theme Chart. It is just another way of looking at how various aspects of text (poetic or verse) contribute to theme.

Take the last few minutes of this lesson part to respond to the following prompt in preparation for tomorrow’s brief essay and write your answer in your ELA Journal:

You have reviewed the tones of both “Hanging Fire” and “Translating Grandfather’s House” in myPerspectives Unit 1: Rites of Passage, Small-Group Learning, Poetry Collection. Choose one of the poems and write a paragraph about whether the meaning of the poem would change if its tone were different.

For example:

If “Hanging Fire” had a light-hearted tone instead of an anxious tone, would it have the same meaning? Do you think the exaggerated aspects of the speaker’s reactions to her situation would be emphasized for a humorous effect? How would that affect readers’ responses to the poem? Would readers be as concerned about the speaker?

If your student struggles to answer the QuickWrite, point him or her to the example question for a more specific prompt. The tone of “Hanging Fire” is anxious; the tone of “Translating Father’s
"House" is alienated or lonely. Therefore, your student would need to take a different approach to the poem's tone for this QuickWrite.

**ANOTHER WAY**

**EXAMINING TONE**

If it is challenging to think about how the meaning of one of the poems would change if the tone changed, you can stop and experiment with changing words in the poem.

Previously, you analyzed what words in each poem contribute to tone. You based this on the words' connotations.

Pick one of the poems. Choose a stanza. Highlight the words that contribute to the tone of the poem. Then, rewrite the stanza by changing those words so they have a different connotation. If the words in the poem have negative connotations, replace them with words that have positive connotations.

Read your new version of the stanza. What does the stanza mean? How is this similar to or different from the original stanza? With these thoughts in mind, go back to the QuickWrite.

**TEACHING NOTES**

If your student is struggling to determine how the meaning of one of the poems would change if the tone changed, have him or her experiment with changing words in at least one of the stanzas. Have your student choose a stanza and highlight words that contribute to tone. Your student can do this by using the cursor to highlight text and then selecting “Highlight” in the pop-up. Have your student identify the connotation of each word.

Then have your student rewrite the stanza to have a different tone. Your student should focus on changing those words he or she highlighted.

For example, if your student selected the second stanza of “Hanging Fire,” he or she might make changes like this:

- Change “too small for me” to “cozy”
- Change “sad” to “hopeful”
- Change “too much that has to be done” to “so many opportunities”

Your student should then discuss how the substituted words create a more positive tone. This will help your student understand how tone relates to meaning in order to complete the QuickWrite.
In this part, you looked at the two poems in two ways: for meaning and for how the speaker affects each poem’s tone. In the next part, you will use all the analysis that you have completed for a brief response to a prompt about the poems’ themes and structures.

**RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
You have read two poems about growing up: "Hanging Fire" and "Translating Grandfather’s House." Think about the definitions of lyric and narrative poetry you learned in this lesson and gather notes you have taken in your journal. Use the definitions and your notes, if needed, to answer the questions.

**USE FOR MASTERY**

In “Hanging Fire,” the speaker is anxious about a number of challenges she experiences with one constant feeling, as shown in the text of the poem. Complete the sentences to identify that constant feeling and explain why she feels that way with an example from the text.

The feeling that is constant, or unchanging, for the speaker is ____________________.

She feels this way because "___________________________________________."

Use the text box below to complete both of the sentences.
What connection can be made to the speaker's picture of New York City Housing projects “with wildgrass rising from sidewalk cracks like widows” and his repeating the last line of the poem, “to the green blackboard”?

- Both are reminders of the speaker's past life.
- Both are things that represent the teacher in the speaker's mind.
- Neither the picture nor the chalkboard is what its name says it is.
- Neither represents the person the speaker wants to become.
Prior to this Final SHOW, you have researched rites of passage and written explanatory paragraphs for each. In this Final SHOW, you will create the following items for your article:

- Introduction
- Conclusion
- Works Cited page
- Any further text features such as photographs and headings

Three parts are needed to complete the final show that will be submitted for a grade.

In this first part, if you still need to complete the organization of your body paragraphs, do so now. You will need the paragraphs and ideas that you wrote from Lesson 4 SHOW. You may organize your article by using:

- Headings and subheadings
- Sections and graphics
- Columns to compare rites side-by-side
- Pictures with captions
- Any other text features that would help the reader understand the rites in your article

Then, you will write the introductory paragraph for the nonfiction, informative article. Your introductory paragraph should include the following information:

- An introduction that is solidly informative and does not offer opinions
- An explanation of what a rite of passage is and why rites of passage are important to various cultures throughout the world
- A thesis statement that unifies the ideas of all the rites of passage in your article. The thesis statement should be the last sentence of your introductory paragraph.
TEACHING NOTES

Give your student feedback on his or her thesis:

- If the thesis is unclear, encourage your student to revise the statement using simple sentence structure with an active verb, such as, “Adolescents across the globe undergo the process of becoming an adult in various manners.” Then, guide your student to add the main rites of passage they discuss in the paper.
- If your student does not include the various rites of passage in their thesis, have him or her add the words “such as” to the end of their claim and add the rites. Example: “Adolescents across the globe undergo the process of becoming an adult in various ceremonies such as bar mitzvahs, confirmation ceremonies, etc...”
- If your student does not include how the rites of passage affect the people who experience them, have him or her add why these rites are important to the people. Example: “Adolescents from differing religions take part in ceremonies like confirmation, bar and bat mitzvahs, and rumspringa which welcome the young people into adulthood within the religion and their communities. This may be a joyous time for the adolescent but sometimes it puts them into situations that are surprising to people from outside of the religious community which can cause the teens to feel alienated or separated from society.” This thesis is more than one sentence, but it deals with all aspects of the prompt and rubric. Remind students that no opinion is to be offered. Anything that is in the thesis must be proven using the sources in the paper.

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 rites of passage you included in your thesis. Those are the same reasons you will support with details in your paper. Are they listed in the same order in which they appear in your paper? If not, you might want to revise your thesis list.

Now that you have your thesis, review the rubric so that you are sure to cover everything in your article.

TEACHING NOTES

Ensure your student is clear that the article needs to be written in a formal style.

If your student needs a better understanding of this, encourage him or her to consider how he or she communicates 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.

Also, check with your student to see if he or she has included four or more sources into the paragraphs on the rites of passage that he or she has chosen to research. There should be at least two rites of passage compared in the article but the information about the rites of passage needs to come from four or more sources.

Now that you have reviewed the rubric to make sure that you have included everything that is required in the article, you can write your conclusion.

A conclusion should not introduce new information. It should bring together all of your thoughts. Finally, it should identify a final thought. The conclusion should generate more questions for the reader to explore about the topic. A conclusion paragraph only needs to be two or three sentences, but be sure to address the criteria in the rubric for the conclusion:

Take some time now to write your first draft of the conclusion to your article. Craft your conclusion with conviction!

### TEACHING NOTES

If your student is having a hard time with writing a conclusion, share this thought:

At the end of a paper, a reader wants to know how to benefit from what he or she just read in your article.

Ask your student:

- Does the conclusion ask the reader to think about the rites of passage in a larger context?
- Does the conclusion ask questions or suggest ideas for further research?
- Does the conclusion revisit your thesis in a new way? Have you come to a new conclusion about the ways the rites of passage are connected that you didn't address in the thesis?

After you finish writing your conclusion, review your draft:

- Did you clearly connect your ideas with transition words? 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 your thoughts and leave your audience with a final thought or question.
• Have you used text features (section headings, etc.), graphics (photos, graphs, etc.), or given the article a title? Think about how a magazine article is organized. You want to present this article to your Learning Guide in an attractive package. You can use colors, graphics, columns, etc.

Now that you have completed your first draft, written an introduction, connected your ideas, and written a conclusion, put your writing aside. In the next part, you will complete your revision and editing of your article, complete your Works Cited page, submit your project, and participate in a post-project collaboration!

✅ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
You have written your introduction, body paragraphs, and conclusion for your article. But remember, it is still a draft. Remember, in the writing process, you revise, edit and publish.

Now, you will finish adding text features, graphics, and complete any final revisions and edits to your article. You may also wish to add using text boxes, columns, and other formatting features that will contribute to the meaning of your article. If you use any graphics, remember to cite your source and add the source to the Works Cited page which you will finish revising and editing in the next and final session.

First, let’s think about revision:

- Are your body paragraphs ordered in a logical way? Do you have section headings? (Think about the way a magazine article is organized and presented).
- Do you have one to two paragraphs for each rite of passage that explains and connects it to the other rites of passage in your article? If you cannot find enough evidence to make connections among the rites of passage, this is your last chance to change your article, thesis, and conclusion.
- Do you have evidence from at least four credible sources in the article? Good writers use evidence from multiple sources. Your evidence should also be a combination of quoted and paraphrased evidence.
- Is the tone and language of your essay formal? 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 great experience
  - A life-changing experience

Where can you add more precise language to make your points clearer?
After you have revised your article for ideas, it is time to edit your article. Use tools such as a word processing program, an online word processor, dictionaries, and your notes to make sure your writing is free of errors. Check your spelling, capitalization, punctuation, and quotation marks for your cited evidence. Remember, this is for your Learning Guide! Any mistakes will make your information seem weaker! (See the rubric as well since these items are being scored!)

After you have revised and edited your draft, check your Works Cited page:

- Are the sources that you have listed on your Works Cited page the same sources you have used and cited in the article? Go and check that each match with the article and Works Cited page. If you need to add or delete sources from the Works Cited page, do so now!
- Did you follow the formatting suggested by easybib.com for MLA? (see Easybib.com for instructions)
- Are your sources in the correct order and format? Check to make sure that you have selected the correct source type when entering the source into any citation generator. If you used a video, that format is different than if you used a print article.
- Have you downloaded the Works Cited page into a word processing document for adding to the end of your article? Remember, the Works Cited page becomes the last page of your article/document.

You have completed the revising and editing of your article and its Works Cited page. In the next part, you will upload the article and participate in a collaboration about the project. Before you upload your final project, ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.
Walk through each of the revision points with your student. As he or she revises his or her article, 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 article for ideas, it is time to edit your article. Use tools such as a word processing program, an online word processor, dictionaries, and your notes to make sure your writing is free of errors. Check your spelling, capitalization, punctuation, and quotation marks for your cited evidence. Remember, this is for your Learning Guide! Any mistakes will make your information seem weaker! (See the rubric as well since these items are being scored!)

After you have revised and edited your draft, check your Works Cited page:

- Are the sources that you have listed on your Works Cited page the same sources you have used and cited in the article? Go and check that each match with the article and Works Cited page. If you need to add or delete sources from the Works Cited page, do so now!
- Did you follow the formatting suggested by easybib.com for MLA? (see Easybib.com for instructions)
- Are your sources in the correct order and format? Check to make sure that you have selected the correct source type when entering the source into any citation generator. If you used a video, that format is different than if you used a print article.
- Have you downloaded the Works Cited page into a word processing document for adding to the end of your article? Remember, the Works Cited page becomes the last page of your article/document.

Work with your student on the Works Cited page if necessary. Become familiar with MLA formatting or use resources like Easybib to help you. MLA formatting is precise and logical with rules for all citing all sources both within a document and on the Works Cited page.

You have completed the revising and editing of your article and its Works Cited page. In the next part, you will upload the article and participate in a collaboration about the project. Before you upload your final project, ask your Learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

TEACHING NOTES

Take this opportunity to assess your student's writing using the rubric. Use the rubric rows to offer feedback to your student. Notice the difference in the language between the columns on each row. Use this language to provide feedback to your student about how he or she might improve his or her writing. Begin with the rows at the top as the highest priority feedback. Guide your student to improve his or her writing based on your feedback.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Review your article. Have you clearly portrayed each rite of passage to your reader using key details and descriptive language? Have you created clear connections between different rites of passage using text features? Have you supported your writing with helpful images and captions?

Evaluate the layout of your article. Is it creative but still easy to read? Are there any changes you need to make to better convey your ideas? Make any last revisions now. After you have completed all your revisions, reread your entire article and make sure there are no spelling or grammar mistakes. Ensure your article has a title.

Once you have completed your best work, upload the article on the rites of passage below.

**Show: Rites of Passage - Part 3**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
</tr>
</thead>
</table>
| - To analyze how various credible sources address the topic of rites of passage across cultures  
- To write an informative, comparative article examining rites of passage around the world | - MyPerspectives textbook  
- Computer  
- ELA Journal |

**Show**

**FINAL PROJECT**

Upload your project below.

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

0 / 12 File Limit
You have worked hard! You have thought about challenges of growing up, researched many rites of passage into new phases of life, and written a formal research article about how these rites of passage are connected to each other. Broadening your knowledge about various world cultures and their beliefs and customs, especially when thinking about rites of passage that all people experience at various points in their lives, sets you on the path of becoming a global citizen. You should be proud!

**COLLABORATION**

After this unit, share your article and share if your perspective has changed about what you believe makes an adult. Look at what other students researched. Did you find some other rites of passage that interest you? Would you want to do more research on these other rites of passage? Share with your group.

Now that you are done with your project, write about your experience in your ELA Journal.

- Did you learn something new that changed your perspective on growing up or on another culture?
- What part of this project had the most impact on you?
Unit Quiz: Rites of Passage

Please go online to view and submit this assessment.
Unit 2 - Speak Up!
Project: Speak Up!

Books & Materials
- MyPerspectives text
- ELA Journal
- Reading Log
- Computer

PROJECT DESCRIPTION

Students your age face real problems. Each day, you deal with ideas about fairness, tolerance, and equality. Have you ever been treated badly because of something about you that is different? Have you ever seen someone struggling and thought that he or she shouldn't have to struggle in that way? You are not alone. People your age throughout history have struggled with these ideas. Some have even lived through horrifying times in which there was no hope of fairness, tolerance, or equality.

In this unit, you are going to read about two people who grew up during the Holocaust: Anne Frank and Elie Wiesel. In fact, they were very close to your age during this time. The Holocaust was a devastating time in world history. During this time, Adolf Hitler and his Nazi regime rose to power in Germany. Hitler held the belief that some people were inferior because of their race, particularly Jewish people. Because of this, Hitler and the Nazis were responsible for the murder of some 6 million Jewish people. It was during this time that both Anne Frank and Elie Wiesel were persecuted because of their Jewish heritage. To learn more about the Anne Frank, watch this video.

What do you think Anne Frank would have to say about the ideas of fairness, tolerance, and equality? Jot some thoughts in your ELA Journal now.

TEACHING NOTES

Your student should indicate ideas that demonstrate some understanding of the Holocaust and the persecution that the Frank family faced. This subject matter is sensitive, but is a moment of both historical and literary significance. You may wish to encourage your student to do more brief research about the Holocaust using reputable websites such as www.history.com or the United States Holocaust Memorial Museum. Guide your student to the appropriate level of research and understanding that is appropriate for him or her.

In this unit, you will read a stage adaptation of Anne Frank's journal. You will then read Night by Elie Wiesel. As you read, you will keep your own diary of thoughts about how these people your age faced such injustices. Then, you will turn your attention to the injustices that people your age face in our world.
You will have the opportunity to research and understand ways that young people are struggling with fairness, tolerance, and equality all over the world.

Elie Wiesel won the Nobel Peace Prize for his memoir *Night*. After you read the memoir, you will read his acceptance speech for the Nobel Peace Prize. Then, you will write your own Nobel Peace Prize acceptance speech. You will choose one of the following issues on which to write your speech:

- Educational quality based on gender and socioeconomic status
- Refugee families with children displaced by war
- The HIV/AIDS crisis in Africa

You will model your speech after Wiesel's speech. You will call people to action to correct these injustices. You will become a voice for others who need someone to speak up!

Here is what your project needs to include:

- A completed diary with your responses to prompts in the lessons
- Research on your chosen topic that is used in your speech
- A speech calling your audience to action to help solve the issue that you researched

**PROJECT RUBRIC**

The *Project Rubric* will help you understand how your project will be scored. Your goals should be to earn all points for each part.

**TEACHING NOTES**

In this project, your student will read about two young people's struggle through the Holocaust and explore themes that are of interest to adolescents. As a result of his or her reading, your student will select a current issue of interest and conduct research into that issue. As a result of the learning from his or her research, your student will write a speech calling the audience to act on this particular issue.

To capture his or her thoughts throughout the unit, your student will keep a Project Diary of his or her responses to the reading. Ensure your student includes text-based thinking in the form of evidence from the text and analysis, rather than only including emotional responses. While this diary is meant to support your student's personal reactions and even development of empathy, the diary must also support his or her growth as a critical reader.

This unit contains topics and subject matter that may be sensitive. Assist your student in understanding facts from credible sources and encourage him or her to explore more information to gain a better grasp of the topics as appropriate to remove false information or perceptions.

During this unit, your student may become interested in other areas of injustice or struggles faced by young people. Use this opportunity to engage his or her interest and allow time for study into the subject.
Both the Teacher Rubric and Student Rubric are available as blackline masters that can be printed for reference throughout the project.

**Project Rubric**

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**COLLABORATION**

Share with your group: What is your definition of justice? What does the word *humanity* mean to you? Feel free to do some online searches before sharing your answer.

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**RATE YOUR EXCITEMENT**

Please go online to view and submit this assessment.
The Holocaust

You are going to be reading a play based on *The Diary of Anne Frank*. Before you do so, let’s get some background knowledge!

Read [this article](#), called “World War II: The Holocaust,” to help you learn more about the Holocaust. The article contains a photograph at the top. Viewing the photograph and reading about the horrible events that occurred during the Holocaust should help you to feel sympathetic toward the people who suffered through it. After you read this article, you should know more about the Holocaust and those who endured it.

After you read, answer these questions about the Holocaust:

1. How many people did the Nazis murder during the Holocaust?
2. What did Oskar Schindler do during the Holocaust?

**ANSWERS**

1. How many people did the Nazis murder during the Holocaust? *As many as 17 million people.*
2. What did Oskar Schindler do during the Holocaust? *Helped to save the lives of over 1000 Jewish people who worked in his factories.*
ANOTHER WAY

What do you already know about the Holocaust?

You will be reading about the Holocaust. To get you thinking about this topic, think about what you already know regarding the Holocaust. What do you know? What do you think of when you consider this topic?

You can use a Garden Gate Organizer to help organize your thoughts. At the top of the organizer, write your topic: “My Prior Knowledge and Thoughts About the Holocaust.”

On the five “boards” of the gate, write different things that you know about the Holocaust already and things that you think about it. You do not have to write in complete sentences. Just write whatever you know and whatever opinions or other thoughts you have about the Holocaust. This will prepare you to read and understand multiple texts about this topic.

TEACHING NOTES

Have your student complete the Garden Gate Organizer with what he or she knows about the Holocaust and his or her thoughts on it. This will give your student a baseline of understanding for the complex topics in this unit. As your student moves through the unit, you may wish to direct his or her attention back to the graphic organizer as a way to start discussions about the text selections.

If your student does not have prior knowledge about the Holocaust, assist him or her in searching appropriate websites to read and view articles of interest. You may wish to start with www.history.com or the United States National Holocaust Memorial Museum.

Your student’s graphic organizer might include some of the following ideas. Accept any reasonable responses and help to correct any misunderstandings.

Topic: “My Prior Knowledge and Thoughts About the Holocaust”

Board 1: It happened around the time of World War II.

Board 2: Adolph Hitler was the leader of Germany.

Board 3: Jewish people and others lost their rights.

Board 4: Many people, both Jewish and non-Jewish, were killed in concentration camps.

Board 5: There were many horrible and wrong things done to people during the Holocaust.
In this lesson, you will read about the Holocaust. You have already begun your thinking about this time, but there is much left to learn. During the Holocaust, millions of people were murdered because of intolerance and injustice. Millions were dehumanized. Take some time now to find definitions for tolerance, injustice, and dehumanization. You may use online resources and searches, or a dictionary to help you understand these words. Write your definitions in your ELA Journal now.

**VOCABULARY**
- anxiously
- tension
- restraining
- quarrels
- bickering
- hysterically

**TEACHING NOTES**

tolerance - the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with.

injustice – a lack of fairness

dehumanization - to deprive of human qualities, personality, or spirit

Now that you have these definitions, in the textbook *MyPerspectives, Unit Introduction*, watch the video “The Holocaust” (1:06). As you watch, think about:

- What injustices or dehumanization do you see in this video?

Write examples of injustice and dehumanization from the video in your ELA Journal.

**TEACHING NOTES**

Your student might include examples such as:

- Being tattooed against one’s will
- Being called by a number instead of a name
- The images of children showing their tattoos

Guide your student to a robust understanding of dehumanization and injustice such that he or she realizes that these terms mean denying a person of his or her basic human rights.
COMPREHENSION

QUESTIONING

Good readers ask questions before they read. Good readers wonder about the topic before they read and ask questions.

Consider the topic you will explore in this unit. What do you already know about injustice and tolerance? What do you already know about the Holocaust? What questions do you have about this time in history? Do you wonder how such injustices toward a targeted group of people could have existed?

Take time to think about the topic before you read. Think about what you already know and the questions you may have about the topic. Practice asking questions in your ELA Journal by writing two questions you have about the Holocaust. As you read, take notice if your questions are answered.

TEACHING NOTES

Encourage your student to ask questions while he or she reads. Ask your student to complete the following statements:

- Here's what I know about injustices in the world...
- When I think about the Holocaust, I wonder...
- I wonder if...

You are about to read “The Grand Mosque of Paris.” This is an explanatory essay. In an explanatory text, the author gives details about a subject to increase the reader’s knowledge on the subject. As you complete your first read, think about:

- What are the main ideas in the essay?
- What details does the author include to help you understand the events of World War II?

Now, read “The Grand Mosque of Paris” in myPerspectives Unit 2: The Holocaust, Unit Introduction.

After you have finished reading, complete Summary in the Unit Launch Text activities in your ELA Journal. Make sure you:

- Write in the present tense.
- Make sure to include the title of the work.
- Be concise: a summary should not be equal in length to the original text.
• If you need to quote the words of the author, use quotation marks.
• Don't put your own opinions, ideas, or interpretations in the summary. The purpose of writing a summary is to accurately represent what the author says, not to provide a critique.

POSSIBLE RESPONSE

“The Grand Mosque of Paris” is an explanatory text that describes how during World War II, Paris’s Muslim population helped save Jewish children from the Nazis. Very few people in the city were willing to help Jewish people because of the risk. However, a network of people (of many religions) realized that they could safely smuggle people out through the Grand Mosque. Visitors got little attention from the occupiers, and underground tunnels beneath the mosque were an excellent way to sneak away to reach a ship out of France. This network saved many lives.

ANOTHER WAY

Writing About “The Grand Mosque of Paris”

You read an explanatory essay called “The Grand Mosque of Paris.” If you found it challenging to summarize the essay, a graphic organizer may help you organize the main points. You can use a Ladder organizer.

At the top, write your topic: “Notes on ‘The Grand Mosque of Paris.’”
Write one note on each step of the ladder, filling out as many steps on the ladder as you need to. You may use more than one ladder organizer if needed. You do not need to fill out all steps on a ladder. Use the details on your graphic organizer to write your summary.

TEACHING NOTES
If your student struggles to write his or her summary, have your student use a Ladder graphic organizer to record details about the topic.

Your student's graphic organizer might include some of the following ideas:

**Topic:** Notes on “The Grand Mosque of Paris.”

1. Nazis took over France in 1940 with a government that supported Hitler’s plan to get rid of Jews and others.
2. Jews in Paris could be arrested or deported. Their fellow Frenchmen, for the most part, wouldn’t help them since it was risky for them too.
3. Many Jewish children, however, survived.
4. In the Grand Mosque (or place of worship for Muslims) of Paris, many heroic Muslims saved Jewish children from the Nazis.
5. Many Jewish children were given fake names and papers and taught to look, act, and talk more like Arabs so they could pass as Muslims.
6. Many of the Jewish children were saved by being transported to foreign lands, such as Algeria and Spain.

Now, complete the Quick Write in the Unit Launch Text activities in your ELA Journal by answering this question: **How can literature help us remember and honor the victims of the Holocaust?**

TEACHING NOTES

**POSSIBLE RESPONSE**

Literature can help us remember and honor the victims of the Holocaust by teaching people about this horrible event in the past. It is important to continue teaching young people about what happened so that they can learn about how evil can take over a country, a region, or even the world. True stories about people who helped or people who lost their lives can help others learn about this tragic event in human history.

In this unit, you are going to keep a diary of responses to your reading. For each diary entry, there will be a prompt that you will answer. For each prompt, write your response and be sure to include evidence...
from your reading for the part of the lesson. Make sure to tie your evidence to your response with a sentence or two of analysis. You may keep your diary in your ELA Journal. You will write several entries, so if you are using a paper journal, make sure you save several pages for your diary. If you are using an online ELA Journal, you may wish to start a new notebook for your diary assignments.

At the end of the unit, you will submit your diary with your unit project, so choose how best to organize your diary on paper or online.

Now, answer this question in your diary: Will there always be people who can be counted on to do the right thing?

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**TEACHING NOTES**

Your student should point out that, even though the events of the Holocaust were unjust and dehumanizing, “The Grand Mosque of Paris” is an essay that demonstrates people trying to help and do what was right, even at a time when it was dangerous to do so.

Given that your student will need to submit his or her diary with the unit project, choose whether having a hard copy diary or an electronic file would be best. There are many diary entries throughout the unit. If submitting the project electronically, your student will likely not want to write the diary by hand and then have to type it later for submission.

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**INTERACTIVE ACTIVITY**

After your reading today, do you have more questions about the Holocaust? Good readers think of questions as they read and want to know more. If you would like to know more about the history of the Holocaust, now is a good time to do some searches to learn more! This is a good time to do some research on the Holocaust. This is informal and for your own knowledge.

The more you know about this historical time period, the better you will be able to analyze the texts you will study. Spend some time searching the following resources to learn more about the Holocaust. You can take notes in your ELA Journal of key facts you learn.

The following websites are credible sources:

- [The Library of Congress](https://www.loc.gov)
- [The International Institute for Holocaust Research](https://www.iitheresearch.org)
- [The United States Holocaust Memorial Museum](https://www.us holocaustmemorial.org)
- [The Holocaust Research Project](https://www.holocaustresearchproject.org)
The more you know about this historical time period, the better you will be able to analyze the texts you will study. Spend some time searching the following resources to learn more about the Holocaust. You can take notes in your ELA Journal of key facts you learn.

The following websites are credible sources:
The Library of Congress
The International Institute for Holocaust Research
The United States Holocaust Memorial Museum
The Holocaust Research Project

Guide your student in exploring the resources above. Familiarize yourself with the resources and any sensitive material that might not be appropriate for your student. By helping your student build background knowledge of the Holocaust, he or she will be able to better understand the complex texts he or she is reading in this unit.

WORD-SOLVING STRATEGIES: USING LPR3

When you encounter an unknown word, you can use context clues to figure out the word’s meaning. Go to this link to review four common types of context clues.

You learned the LPR3 procedure in Unit 1. You can use the LPR3 procedure to remember how to figure out unknown words from context.

Review the LPR3 steps and discuss them with your Learning Guide.

*Look*: Look before, at, and after the new word.

*Predict*: Quickly predict the word’s meaning, remembering that even a wrong prediction is often a good start.

*Reason*: Think more carefully about the word's meaning, trying to be as precise as the context clues permit.

*Resolve*: Recognize that you may need to take other steps (look it up, ask someone).

*Redo*: Go through the steps again if necessary.

Copy these words in your ELA Journal and use LPR3 to define the words. Add these words to your word wall and use them as you talk and write.

TEACHING NOTES

Review the LPR3 steps and assist your student as necessary in completing the task. These words should be added to the word wall. Encourage your student to use the new words in writing and speaking.

In this part, you began your learning about the Holocaust. You learned about the two authors that you will read in this unit. In the next part, you will begin to read a play adaptation of Anne Frank’s diary.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Diary of Anne Frank, Act I - Part 2

Objectives
- To closely read a drama to understand plot, characters, and dialogue
- To analyze dialogue and how it reveals character, sets the mood, and develops the plot
- To write an opinion about the effectiveness of the playwrights’ dialogue

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Computer
- “The Grand Mosque of Paris”
- “Historical Perspectives: The Holocaust”
- The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Assignments
- Read “The Grand Mosque of Paris.”
- Read “Historical Perspectives: The Holocaust.”
- Complete a first read of The Diary of Anne Frank, Act I.
- Complete the interactive activity Researching the Holocaust.
- Complete Close Read activities.
- Complete Analyze Craft and Structure activities.
- Write an opinion paragraph.

LEARN

LEARN ABOUT...

ANNE FRANK, HER FAMILY, AND THEIR EXPERIENCE

You will be reading a play based on The Diary of Anne Frank. Before you do so, let’s get some background knowledge!

Read this article, called “Biography: Anne Frank,” to help you learn more about her. The article contains a map. This map can help you understand where Anne Frank and her family lived originally and where they moved. After you read this article, you should know more about Anne Frank.

After you read, answer these questions about Anne Frank:

1. When was Anne Frank born?
2. What did Anne name her diary?

Now, read this article, called “Anne Frank,” to give you more background information about Anne Frank, her family, and what they experienced. The article contains bold topic headings. Use these topic headings to keep up with the main ideas in each section of the article. After you read this article, you should know more about Anne Frank’s life.

After you read, answer these questions about Anne Frank:

1. When did Anne Frank die?
2. In what year did Anne Frank and her family go into hiding?
LEARN ABOUT...

TEACHING NOTES

Your student is reading a background article about Anne Frank. This will prepare your student for a later portion of the lesson, in which he or she will read a play adaptation of Frank’s diary. Your student may find the map in the article helpful in understanding the places Anne and her family lived. After reading this article, your student should know more about Anne Frank.

ANSWERS

1. When was Anne Frank born? 1929
2. What did Anne name her diary? Kitty

Your student may find the bold topic headings helpful in keeping track of the main ideas discussed in the article. After reading this article, your student should know more about the life of Anne Frank.

ANSWERS

1. When did Anne Frank die? In March of 1945
2. In what year did Anne Frank and her family go into hiding? 1942

ANOTHER WAY

What do you already know about Anne Frank?

You will be reading about Anne Frank in several readings in this unit. To get you thinking about this topic, which will be relevant throughout this unit, you should write down what you already know about Anne Frank. You can use information from the articles you just read.

You can use a Garden Gate Organizer to help organize your thoughts. At the top of the organizer, write your topic: “My Prior Knowledge and Thoughts About Anne Frank.”

On the five “boards” of the gate, write different things that you know about Frank already and things that you think about her. You do not have to write in complete sentences. Just write whatever you know and whatever opinions or other thoughts you have about Anne Frank. This will prepare you to read and understand multiple texts about her and the Holocaust during this unit.

TEACHING NOTES

Have your student complete the Garden Gate Organizer with what he or she knows about Anne Frank and his or her thoughts on Anne Frank. This will help your student link his or her prior knowledge and opinions to the ideas that will be discussed in this unit.

Your student’s graphic organizer might include some of the following ideas. Accept any reasonable responses and help to correct any misunderstandings.
In this part, you are going to begin reading an adaptation of Anne Frank’s diary. An adaptation is when an author takes one literary source (for example, a novel, short story, or essay) and changes it to another genre (for example, a film or play.)

Anne Frank was a young Jewish girl living in Amsterdam during the Nazi occupation of the Netherlands in World War II. Fearing for their lives, the Frank family was forced into hiding. The diary that Anne kept during their time in hiding is one of the most famous and heartbreaking pieces of literature from the Holocaust. Anne’s diary gained recognition both for its historical significance and for her incredible talent as a writer and storyteller. Tragically, Anne died in a concentration camp just weeks before it was liberated by British soldiers. The play you will read was based on her life and diary.

Before you begin reading the play, read “The Holocaust” from the Historical Perspectives section. This is expository text, just like the Unit Launch text. As you read, think about:

- What are the main ideas about the Holocaust written in the text?
- What details does the author include to help you understand the events of World War II?

Read “The Holocaust” in myPerspectives Unit 2: The Holocaust, Unit Introduction.
Now, you are going to complete your first read of *The Diary of Anne Frank*, Act I, Scenes 1–4. As you complete your first read, you should note:

- Who is the story about? What happens? Where and when does it happen? And how do the characters react?
- What are the most important moments in the story?

This script is long, and you will take two sessions to complete your first read. In this part, you will read scenes 1–4. You will finish the rest next time. Since the script is long, you may wish to take notes in your ELA Journal answering your first read questions, or you may mark up a copy of the text if you have one.

Now, read *The Diary of Anne Frank, Act I, Scenes 1–4* in *myPerspectives* Unit 2: The Holocaust, Whole-Class Learning.

### TEACHING NOTES

While your student is reading, assess his or her fluency. Ask your student to read aloud and listen to his or her expression. Since this script is a play, your student should be pausing appropriately between lines, using punctuation, and inflecting his or her voice as he or she would if he or she were speaking. Your student may also wish to alter his or her voice slightly for each character. Reading with expression supports making meaning of the text.

If your student has limited experience reading plays, you may wish to review with him or her the following points:

- A play is told through dialogue, which is when a character speaks.
- Stage directions are meant to help the actors and directors; they are not spoken.
- An act is the largest section of a play, and a scene is a smaller division that exists within an act.

As your student reads, he or she should note the characters that are introduced in the play as they are introduced.

Important moments in the text that your student should identify include:

- Anne's voice ending each scene giving insight into events and her thoughts
- The flashback that begins in scene 2
- Conflicts and different perspectives rising between the characters, such as paragraphs 250–255
- Mr. Dussel joining the group in the attic

In this part, you read an expository text to learn about the circumstances of the Holocaust. You started your first read of a play adaptation of Anne Frank's diary. You practiced that when reading an expository text, good readers look for the author's main ideas and the details that support those ideas. When first
reading a literary text, good readers look for characters, plot, and characters’ reactions. In the next part, you will finish reading Act I and demonstrate your understanding of the story.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**GRAMMAR**

**FUNCTION OF VERBALS: GERUNDS**

**Step 1**

You have been reading to understand characters and plot in a drama. You can analyze a sentence to understand how an author uses individual words to add meaning. An author can use verb forms as other parts of speech in a sentence. One of these verb forms is the gerund.

Read this sentence from *Act I of The Diary of Anne Frank.*

> What's the use of telling you the bad news when there's nothing that you can do about 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. You can break down the sentence to look at the way the author uses verb forms as different parts of speech. You can think about how this adds meaning to a sentence.

You have learned about multiple verb forms. One of these verb forms is the gerund. Can you find the chunk with a gerund?

You know that a gerund is a verbal that ends in *-ing*. Every gerund ends in *-ing*, but not every verbal that has this ending is a gerund. What other kind of verbal ends in *-ing*?
What is the difference between the functions of a present participle and a gerund?

When you break down a sentence, you can think about how individual words function. You know that a gerund functions as a noun.

In this sentence, the gerund **telling** is part of a gerund phrase. A gerund phrase is made of a gerund along with other modifiers and objects. A gerund phrase always functions as a noun. A gerund or gerund phrase can function as a subject, a subject complement, a direct object, an indirect object, or as an object of a preposition.

In this sentence, how does the gerund phrase “telling you the bad news” function?

When you think about a verbal in a sentence, you can think about its function. You can also think about the effect it has on the sentence's meaning.

Read the sentence again. How does the gerund phrase help you understand more about the characters’ situation?

**Step 4**

The author uses the gerund **telling** in a gerund phrase. The gerund phrase functions as a noun. It is the object of the preposition of. You can use gerunds in your writing, too. Gerunds give you an additional way to refer to actions. This helps you build stronger, more meaningful sentences.

Remember, a gerund is formed by adding -ing to a verb. Be careful, though. Remember that every gerund ends in -ing, but a verbal ending in -ing can also be a present participle.

There are two verbals in this sentence. One is a gerund and one is a present participle. Which is which? How do you know?

Hiding is essential to the family's safety, so they are staying in the attic.

Use a gerund in a sentence about *The Diary of Anne Frank*.

Talk to your Learning Guide about the effect of the gerund in your sentence. How does using a verbal as a noun help you in your writing?

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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:

- What's the use
- of telling you
- the bad news
- when there's nothing
that you can do
about 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 Mr. Kraler doesn’t want to burden the family with news of bad things happening.

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 verb mood is interrogative. I know this because the sentence is asking a question.

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 verb mood does this sentence have? How do you know?

Step 3

Your student should identify this chunk:

- of telling you

Answer: present participle

Answer: A present participle can be used to complete a progressive verb or as a modifier of a noun. A gerund functions as a noun.

Answer: Object of the preposition of

Possible response: It helps me understand more about the characters’ situation by showing that bad things are happening in the outside world and Mr. Kraler doesn’t want to tell them about it.

Step 4

Answer: gerund: hiding; participle: staying

Your student might write a sentence like this:

Going out into the world is too dangerous for Anne and her family.
Check that your student used the gerund as a noun. For example, in this sentence, the gerund is part of a gerund phrase that functions as the subject of the sentence. If your student wrote a sentence with an -ing form of a verb acting as something other than a noun, remind him or her that this is a participle.

Possible response: It helps me because I can talk about actions in different ways. Being able to use a verbal as a noun helps me give details about the effect of an action someone might take.

Extension

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

Have your student read this sentence.

What’s the use of telling you the bad news when there’s nothing that you can do about it?

Then say, “In this sentence, the author uses the gerund telling as part of a gerund phrase. The gerund phrase functions as the object of the preposition of. A gerund always functions as a noun. It can function as a subject, a subject complement, a direct object, an indirect object, or as an object of a preposition.”

Have your student select a gerund. Then have your student write five sentences using the gerund, one showing each possible function.

Your student might select the gerund walking and write sentences like these:

- Subject: Walking is good for your health.
- Subject complement: My favorite exercise is walking.
- Direct object: Do you enjoy walking?
- Indirect object: Each day, Mom makes walking a priority.
- Object of a preposition: I am tired of walking.

If your student struggles to write the sentences, write the above sentences on sentence strips and have your student identify the function of the gerund in each one. Then have your student use the sentences as models to write his or her own.

Ask, “How does practicing using gerunds in different ways strengthen your writing skills?” Possible response: It helps me see different ways I can build sentences for meaning.

In the last part, you completed your first read of The Diary of Anne Frank, Act I, Scenes 1–4. You began to note the characters, plot, and important passages of the story. In this part, you will finish your first read and complete some activities. Remember, as you read scene 5, you are thinking about:

- Who is the story about? What happens? Where and when does it happen? And how do the characters react?
- What are the most important moments in the story?
Now, read *The Diary of Anne Frank, Act I, scene 5* in myPerspectives Unit 2: The Holocaust, Whole-Class Learning.

**TEACHING NOTES**

Your student should identify the celebration of giving Hanukkah gifts as an important section of the text. Additionally, he or she should identify the thief breaking in and the knowledge of where the characters are hiding.

**FLUENCY**

**READING WITH ACCURACY**

Great readers *read accurately*. For reading to be fluent, words must be pronounced correctly. In this lesson you are going to practice reading accurately. To do this, you are going to reread a part of *The Diary of Anne Frank, Act I*. Rereading will help you get better at reading.

You have just read the first part of Act I. Were there any tricky words that you had difficulty reading? There may be some words you have never seen, and you might struggle with sounding out those words. You might even be able to read the tricky words, but you might not understand what those words mean.

One way you can figure out tricky words is by looking at the parts of the word. Understanding the meanings of root words can help. For example, the Latin word *holo* means “whole” and the Latin word *caust* means “to burn.” Can you see how the word *holocaust* came about?

Watch a part of the following video to learn how to separate words into their parts and analyze each part’s meaning. When you break a word into the prefix/suffix and the root word, you can now read manageable chunks of the word.

Please go online to view this video

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 syllables to help you read them.
5. Read words you know with automaticity.
6. Pay attention to new words.
7. Look for the prefix, suffix, or the root word to decode unknown words.
8. Read more and more!
You have learned how to look for prefixes, suffixes, and root words to help you decode tricky words. 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 practice reading some vocabulary words from *The Diary of Anne Frank*, Act I. Split each word into the prefix/suffix and find the root word.

- unfortunately
- remind
- remember
- unfolding
- improvised

Not only is it important to be able to read these words, it is also important to understand what these words mean. If you don't know the meaning of the words, then you will not be able to understand the text. Talk with your Learning Guide about the meaning of these words using what you know about the meaning of their prefixes/suffixes and root words. You can use this website to find various meanings of Latin root words.

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. Look over what you need to be proficient in reading accurately.

Now you are going to reread Scene 5, paragraphs 1—10 of *The Diary of Anne Frank*, Act I. Your goal is to read the excerpt from the text smoothly and accurately. Remember, it is okay to slow down when you get to tricky words! Just chunk these words into parts to help you read them.

After reading, talk with your Learning Guide about any words that were tricky for you and discuss the strategy you used to help you figure the word out. Talk to your Learning Guide about words you read with automaticity. Talk with your Learning Guide about any new words you read. Did the meaning of the words you sounded out earlier become clearer once you read them within the sentences? Talk with your Learning Guide about this.

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 accurately helps with reading fluency because it makes reading sound smooth.

Watch this video to practice using prefixes/suffixes and root words to read and understand unknown words. Practice breaking the words into parts and reading. Discuss with your student the meaning of the words.

Show your student the Fluency Rubric and discuss what fluent reading should sound like.
Now open up *The Diary of Anne Frank*, Act I. Have your student read Scene 5, paragraphs 1—10 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.

Now you will 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 he or she reread the text, the reading sounded smoother and smoother. For reading to be smooth, it will sound like talking without stumbling over words. Last, look over the rubric and discuss how your student did, focusing on the reading with accuracy section.

If your student continues to make mistakes after rereading two times, write the words down that he or she is struggling with. Have your student separate the words into syllables and practice sounding the word out syllable-by-syllable. Then have your student read the paragraphs one more time.

Now that you have finished a first read, complete the **Comprehension Check** in the **Making Meaning** section of your text in your ELA Journal. You may go back to sections of the text you have already read to find your answers.

### TEACHING NOTES

#### COMPREHENSION CHECK POSSIBLE ANSWERS

1. It is 1945.
2. Scene 2 begins a flashback to 1942, three years earlier.
3. They are hiding above a work space, and they must keep their presence a secret from the workers below.
4. He is Jewish and needs a place to hide, so Mr. Frank agrees that he can stay in the attic.
5. A thief breaks into the office below, frightening the group and making them think that the Green Police have found them.
6. Summaries will vary, but should demonstrate an understanding of the content in a concise fashion.

Check your answers. How did you do? If you missed answers, reread those sections of text to try to fix your comprehension. Rereading is an effective strategy that good readers use to make sure they are making meaning of the text.
Another effective strategy good readers use is building their vocabulary. Not only do good readers learn new words, but they learn strategies to understand unknown words they find in reading. Go to the Language Development section in your textbook. In your ELA Journal, complete the Concept Vocabulary: Why These Words? exercises and the Word Study.

WHY THESE WORDS? POSSIBLE RESPONSES
• The concept words all relate to stress and the tension that result from living in confinement and fear.
• battle, unbearable, bad-tempered, aggravating, tense, terror

WORD STUDY POSSIBLE RESPONSES
1. The suffix -ion means “act or condition of,” tension is an emotional state of being tense or anxious.
2. aggression: the condition of being aggressive by attacking or confronting
confusion: the condition of being confused; the condition of being unable to think clearly
possession: the condition of possessing or owning

In this part, you finished your first read and showed your comprehension, or understanding, of the text. You also learned that rereading and improving your vocabulary are effective strategies to become a better reader. In the Word Study, you learned that suffixes can help you understand the meaning of words. In the next part, you are going to complete close reading exercises to gain a deeper understanding of the text.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
The Diary of Anne Frank, Act I - Part 4

Objectives
- To closely read a drama to understand plot, characters, and dialogue
- To analyze dialogue and how it reveals character, sets the mood, and develops the plot
- To write an opinion about the effectiveness of the playwrights’ dialogue

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Computer
- "The Grand Mosque of Paris"
- "Historical Perspectives: The Holocaust"
- The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

Assignments
- Read "The Grand Mosque of Paris."
- Read "Historical Perspectives: The Holocaust."
- Complete a first read of The Diary of Anne Frank, Act I.
- Complete the interactive activity Researching the Holocaust.
- Complete Close Read activities.
- Complete Analyze Craft and Structure activities.
- Write an opinion paragraph.

LEARN

When readers read a literary text, they first look for the characters, plot, and important sections of the text. You have done that while reading The Diary of Anne Frank, Act I. After readers understand the plot of the text, they dig deeper to understand the author's craft and message. Close reading is rereading short sections of text with different lenses, or questions in mind, to get a better understanding. In this part, you closely read Act I.

Over the next four sessions, you are going to complete all the close read activities for The Diary of Anne Frank, Act I in myPerspectives Unit 2: The Holocaust, Whole-Class Learning. You will not complete them all today. As you closely read today, you will revisit the following paragraphs:

- Scene 1: Paragraphs 1–5
- Scene 2: Paragraphs 6–10
- Scene 1: Paragraph 54
- Scene 2: Paragraphs 94–107
- Scene 2: Paragraphs 129–135

Now, complete the Close Reading 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

- Scene 1: Paragraphs 1–5: These paragraphs help readers understand the setting and how cramped the quarters were. This supports the idea that the people who lived there must have struggled during the war.
- Scene 2: Paragraphs 6–10: The punctuation provides clues to actors and readers about the pacing and emphasis in the dialogue. Exclamation marks indicate alarm and extreme worry.
Ellipses show pauses or being interrupted. This works together to show the fear of the speakers and that they cannot express the full thoughts in their minds.

- **Scene 2: Paragraph 54:** This detail gives evidence of the types of threats that faced the Jews of Amsterdam during the war. Just the sound of soldiers marching causes them all to think that they are about to be arrested. The sound effect has the effect of reminding us that, while the characters may be in relative safety while they are in hiding, they are still in great danger, and any unlucky mistake could alert the Nazis to their presence.

- **Scene 2: Paragraphs 94–107:** The Star of David is an important symbol for the Jewish people and in Nazi-occupied Netherlands, Jews were forced to identify themselves by wearing yellow Jewish stars on their clothing. The playwrights must have included this detail to reinforce the time and place of the story, and the plight of the characters. By ripping off his star, Peter is showing his anger at the degradation forced upon the Jews by the Nazis and his desire to see the Nazis defeated. He is also communicating that he is not as powerless as he felt when forced to wear the star. Including these details in the stage directions and the dialogue helps the playwrights demonstrate aspects of Peter’s character we have not yet seen.

- **Scene 2: Paragraphs 129–135:** Anne’s mood changes when her joy over receiving a gift is interrupted by her father’s harsh reminder of the real danger in which they are living. These details show readers that the realities of going into hiding are so grim that even Anne, who is always trying to make the best of things, is sobered by the dangers still threatening them.

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**VOCABULARY**

**WORD-SOLVING STRATEGIES: USING CONTEXT CLUES**

During this unit you will encounter words that will be unfamiliar to you. This is an opportunity to learn new word and increase your vocabulary!

You have used the LPR3 strategy to solve unknown words. If you need more information on how to use context to understand unknown words, watch the videos below. The two videos illustrate the benefit of using context clues when you are reading.

- Please go online to view this video ▶

- Please go online to view this video ▶

Discuss the strategies with your Learning Guide.

Remember to add any new words you learn while reading to your word wall and use them when you speak and in your writing.
This lesson is a review for your student. The videos are a refresher on how your student can use context clues to solve unknown words. Discuss the strategies featured in the videos and assist your student as necessary.

Please go online to view and submit this assessment.

To learn more about the place the Frank family was hiding, visit the Anne Frank Museum Amsterdam’s “Secret Annex Online.” Here, you can watch videos, learn more about Anne’s story, and take a 3-D tour of Anne Frank’s hiding place.

If you selected an incorrect answer, you might need to review the meaning of plot. The plot is the series of events in a story. To review this literary vocabulary, and other literary terms, visit the Quizlet website and play the games.

In this part, you used close reading to understand how the playwrights used stage directions, punctuation, sound effects, and symbols to indicate the danger that the characters are facing. In the next part, you will continue to use close reading to understand the text more deeply.
You have started close reading *The Diary of Anne Frank, Act I* in *myPerspectives* Unit 2: The Holocaust, Whole-Class Learning. Close reading is using different lenses or questions to reread short sections of text to gain a deeper understanding. In this part, you will continue your close reading by revisiting these sections of text:

- Scene 3: Paragraphs 4–8
- Scene 3: Paragraphs 123–133
- Scene 3: Paragraphs 138–148
- Scene 3: Paragraphs 202–207

Complete the **Close Reading** activities for those paragraphs now in your ELA Journal.

**TEACHING NOTES**

- Scene 3: Paragraphs 4–8: The playwrights want the audience to understand what it may be like to endure forced quiet; these details help the reader see that the character’s daily lives are very quiet. The reader can imagine being quiet all day must be very difficult. There is also the added pressure for the reason for silence—the family does not want to be found and captured.
- Scene 3: Paragraphs 123–133: Mrs. Van Daan is a bold person who doesn’t follow normal social etiquette and seems to enjoy embarrassing other people. She also seems quite self-absorbed, talking about herself possibly too much. Mrs. Van Daan embarrasses Peter and angers Mr. Van Daan. We can see they are uncomfortable with her behavior and with what she is saying. From their reactions, we can also infer that she frequently behaves like this, so they are not entirely surprised.
- Scene 3: Paragraphs 138–148: The playwrights include these details to show the relationship between Peter and his father. There is a lot of tension between Peter and his father. Mr. Van Daan
treats Peter with scorn and indifference, and Peter is frustrated and angry that his father doesn’t seem to understand him or take his needs seriously.

- Scene 3: Paragraphs 202–207: The contrasts set up the tension between how Anne behaves and the way her mother wants her to behave. The dialogue reveals the tension in this mother-daughter relationship. It reveals a conflict, or struggle, that is common in mother-daughter relationships during teenage years but is made more difficult by the circumstances in which the Franks must live. It also shows how Margot’s behavior contrasts with Anne’s.

Throughout this unit, you will be keeping a diary of responses to the text. You began your diary in the first part of this lesson. Before you conclude class for the day, write a response in your diary to these questions:

Is your perspective on the Franks’ situation similar or different to the characters? What details does the author include that make you feel that way?

Your student may indicate that he or she also feels the fear and danger felt by the characters. Your student might state that he or she does not feel the level of fear that the characters feel because he or she, as a reader, is outside the situation.

Your student should indicate details such as the marching of soldiers and the actions of the characters that show the uncomfortable, suspenseful nature of the situation.

In this part, you used close reading to understand how the characters are behaving in and are influenced by the suspenseful situation. You also thought about your perspective as compared to the characters’ perspectives. In the next part, you will continue your close reading of the text and understand even more.

Please go online to view and submit this assessment.
The Diary of Anne Frank, Act I - Part 6

**Objectives**
- To closely read a drama to understand plot, characters, and dialogue
- To analyze dialogue and how it reveals character, sets the mood, and develops the plot
- To write an opinion about the effectiveness of the playwrights' dialogue

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Computer
- "The Grand Mosque of Paris"
- "Historical Perspectives: The Holocaust"
- The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett

**Assignments**
- Read "The Grand Mosque of Paris."
- Read "Historical Perspectives: The Holocaust."
- Complete a first read of The Diary of Anne Frank, Act I.
- Complete the interactive activity Researching the Holocaust.
- Complete Close Read activities.
- Complete Analyze Craft and Structure activities.
- Write an opinion paragraph.

---

**LEARN**

**FLUENCY**

**READING WITH ACCURACY**

Great readers read accurately. For reading to be fluent, words must be pronounced correctly. In this lesson, you are going to practice reading accurately. To do this, you are going to reread a part of *The Diary of Anne Frank, Act I*. Rereading will help you get better at reading.

You have been reading now for many years. All of that reading and rereading has helped you learn many words that you know by heart. These are words that you can read accurately, quickly, and you understand what they mean. This is called *automaticity*. However, you might struggle with sounding out words that are new to you. You might even be able to read the tricky words, but you might not understand what they mean.

One way you can figure out tricky words is by looking at the parts of the word. Understanding the meanings of root words can help.

Watch a part of the following video to learn how to separate words into their parts and analyze each part's meaning. When you break a word apart and isolate the prefix/suffix and the root word, you can now read manageable chunks of the word.

Please go online to view this video ►

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 syllables to help you read them.
5. Read words you know with automaticity.
6. Pay attention to new words.
7. Look for the prefix, suffix, or the root word to read and understand unknown words.
8. Read more and more!

You have just learned how to look at prefixes, suffixes, and the roots of words to help you decode unknown words. 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.

Now practice reading some vocabulary words from *The Diary of Anne Frank, Act I*. Split each word into the prefix/suffix and find the root word.

- realize
- characteristics
- disappear
- deported
- refuse

Not only is it important to be able to read these words, it is also important to understand what these words mean. If you don’t know the meaning of the words, then you will not be able to understand the text. Talk with your Learning Guide about the meaning of these words using what you know about the meaning of their prefixes/suffixes and root words. You can use *Root Words and Prefixes* to find various meanings of Latin root words.

Look at the **Fluency Rubric**. Reading accurately is the first thing that great readers do to read fluently.

Now you are going to reread Scene 3, paragraphs 312—322 of *The Diary of Anne Frank, Act I*. Your goal is to read the excerpt from the text smoothly and accurately. Remember, it is okay to slow down when you get to tricky words! Just chunk these words into syllables to help you read them.

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. Talk with your Learning Guide about any new words you read. Did the meaning of the words you sounded out earlier become clearer once you read them within the sentences? Talk with your Learning Guide about this.

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 accurately helps with reading fluency because it makes reading sound smooth.

Watch [this video](#) to practice using prefixes/suffixes and root words to decode unknown words. Practice breaking the words into parts and reading. Discuss the meaning of each of the words with...
your student. Show your student the Fluency Rubric and discuss what fluent reading should sound like.

Now open up The Diary of Anne Frank, Act I. Have your student read Scene 3, paragraphs 312–322 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.

Now you will 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 two times, write the words down that he or she is struggling with. Have your student separate the words into syllables and practice sounding the word out syllable-by-syllable. Then have your student read the paragraphs one more time.

You have closely read how the characters’ reveal themselves and how their relationships are affected by the tense situation. In this part, you will continue your close reading in scenes 3 and 4. You will think about details and dialogue that help reveal the characters and their situation.

As you read, you will revisit these paragraphs:

- Scene 3: Paragraphs 312–322
- Scene 3: Paragraphs 361–365
- Scene 4: Paragraph 63
- Scene 5: Paragraph 2

Reread these paragraphs now in The Diary of Anne Frank, Act I in myPerspectives Unit 2: The Holocaust, Whole-Class Learning and complete the close read activities in your ELA Journal using details from the text.

TEACHING NOTES

- Scene 3: Paragraphs 312–322 – These paragraphs show details of how the characters react to Dussel’s news. The characters’ reactions emphasize their isolation and their lack of contact with people in the outside world.
- Scene 3: Paragraphs 361–365: These details show the contrast between what Mr. Dussel says and how he actually behaves. These details show that, even though Mr. Dussel likes to think of himself as agreeable, he is actually very impatient and argumentative.
Scene 4: Paragraph 63: The playwrights may have included this information to help readers understand Anne’s difficulty in behaving well under the circumstances. These details reveal that Anne is a searching, growing, and learning person. She is genuinely trying to improve herself and to please her father, showing her emerging maturity and self-awareness. She is struggling to be good. These qualities make her a very sympathetic character.

Scene 5: Paragraph 2: The playwrights probably included this explanation to create a connection between the Jewish legend of the past with their struggle in the present. The Hanukkah story reflects the Jews’ current plight because the ancient Jews struggled heroically against tyrannical rulers. The story gives the families hope that they might win back their freedom someday.

Before you conclude your class, take out your journal and write an entry to the following prompt:

Which lines of dialogue best help you understand how the characters are dealing with their situation?
Which lines of dialogue best help move the plot forward?

TEACHING NOTES

Answers will vary. Your student should indicate lines of dialogue that clearly reveal a character’s feeling or response to the current situation in the attic. Your student should also indicate dialogue that reveals events moving forward, such as “The air raids are getting worse. They come over day and night” from paragraph 65.

In this part, you used close reading to find details and dialogue that reveal the characters’ responses to their situation. You also evaluated which dialogue was most effective in conveying these ideas. In the next part, you will complete your close read of the play.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have spent several classes closely reading this text. Close reading is a valuable skill because it helps you as a reader understand layers of deep meaning in a text. Close reading is not only a good strategy for literary texts, but also for complicated nonfiction texts as well. In this part, you will finish your close read of the text by revisiting these paragraphs in The Diary of Anne Frank, Act I:

- Scene 5: Paragraphs 57–63
- Scene 5: Paragraphs 194–198

Complete these activities in your ELA Journal now.

**TEACHING NOTES**

- **Scene 5: Paragraphs 57–63**: These details show readers and audiences that Mrs. Frank is deeply moved and appreciative of Anne's gift, emphasizing how deeply she loves her daughter and how appreciative she is that Anne is making a gesture to overcome their differences. Anne's gift is another example of Anne's maturity, her self-awareness, and her desire to resolve differences with the people she loves.

- **Scene 5: Paragraphs 194–198**: The characters are afraid and trying to limit what they say so they can stay quiet. These sentences establish the fear of the scene and increase the pacing to build suspense.
This is the end of Act I. Acts in a play are large sections that divide the play into parts. At the end of this act, the playwrights have left us in suspense, thinking about the danger the characters in the attic face. This constant presence of danger is a major source of conflict in the play. Conflict is a struggle between opposing forces. There are two types of conflict:

- A conflict can be external if a character struggles against another character, nature, or society.
- A conflict can be internal if a character struggles against his or her own feelings.

But this is not the only time the playwrights develop conflict in the play. Let’s look at other times conflict appears in the text.

Return to Scene 2, Paragraphs 31–34. What conflict is being shown here? What can you infer from Mrs. Frank’s words and Mr. Frank’s response? Write your answer in your ELA Journal.

**POSSIBLE RESPONSES**

- The families are forced to give up their lives and go into hiding, but they do not want to do anything illegal.
- She does not want to break the law. He explains that by living where they are, they are already breaking the law.

Now return to Scene 3, Paragraphs 250–255. What conflicts arise in this passage? How do you know? Write your answers in your ELA Journal.

**TEACHING NOTES**

**POSSIBLE RESPONSES**

- This passage demonstrates conflicts building between the characters.
- These reactions show that Mr. and Mrs. Frank are eager to accept and welcome Mr. Dussel, which demonstrates their generosity of spirit despite the hardships another person might bring. In contrast, Mr. Van Daan is unhappy at the prospect of having to share their small space and limited food with another person, demonstrating a more selfish attitude.
In Scene 5, look at the dialogue in Paragraphs 171–184. Find the words that show the characters’ reaction to the news of the thief. Write in your ELA Journal what these words reveal about conflict between the characters.

### TEACHING NOTES

**POSSIBLE RESPONSES**
- These words and phrases reveal the toll that being in hiding has taken on the characters.
- They start to blame each other, stop thinking logically, let their fears get the best of them, and so on.

### ANOTHER WAY

**CONFLICT: MAKING A CONNECTION TO YOUR OWN EXPERIENCES**

If you find it challenging to answer the questions about conflict, take a moment to think about your own life experiences. Understanding your own experiences with conflict will help you understand the conflict the characters face.

Think about internal and external conflict. To understand difference between types of conflict, you can make a connection to your own life experiences.

Think about a time you faced a challenge in your life because of someone or something outside yourself. This can be a person, a group, your environment, or society. What happened? How did the situation create a problem for you? How did you overcome it? This is an example of external conflict.

Think about a time you were challenged by your own thoughts or feelings. What happened? How did your thoughts or feelings create conflict for you? How did you overcome the conflict? This is an example of internal conflict.

With your own experiences with external and internal conflict in mind, return to the questions about conflict in *The Diary of Anne Frank.*

### TEACHING NOTES

If your student is struggling to analyze external and internal challenges in the play, have him or her consider personal experiences. If your student struggles to identify either external or internal conflict in his or her own life, share your own experiences. Model answering the questions about what happened, how a problem was created, and how the conflict was overcome. After sharing your own experience with each type of conflict, ask, “Is there a time in your life something like this happened to you?” Then guide your student through answering the questions.
If necessary, point out to your student how his or her experiences show external or internal conflict. You might say something like, “In your first example, the challenges came from something outside yourself. You couldn’t control the source of the conflict. This is external conflict. In your second example, the challenges came from within yourself. Your own thoughts and feelings created conflict for you. This is internal conflict.”

After your student takes some time to consider conflict in his or her own life, have your student return to the questions about *The Diary of Anne Frank.*

In this part, you used close reading skills to analyze how the playwrights developed conflict throughout the course of the act. In the next part, you will conclude your analysis of the text itself before thinking about the author’s craft.

✔ **RATE YOUR ENTHUSIASM**

Please go online to view and submit this assessment.
The Diary of Anne Frank, Act I - Part 8

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
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</table>
| - To closely read a drama to understand plot, characters, and dialogue  
- To analyze dialogue and how it reveals character, sets the mood, and develops the plot  
- To write an opinion about the effectiveness of the playwrights’ dialogue | - MyPerspectives textbook  
- ELA Journal  
- Reading Log  
- Computer  
- “The Grand Mosque of Paris”  
- “Historical Perspectives: The Holocaust”  
- The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett | - Read “The Grand Mosque of Paris.”  
- Read “Historical Perspectives: The Holocaust.”  
- Complete a first read of The Diary of Anne Frank, Act I.  
- Complete the interactive activity Researching the Holocaust.  
- Complete Close Read activities.  
- Complete Analyze Craft and Structure activities.  
- Write an opinion paragraph. |

**LEARN**

You have analyzed the conflict in Act I of *The Diary of Anne Frank*. You learned that conflict can be internal or external. In this part, you will analyze the dialogue of the play. Good readers know that dialogue provides insight into many aspects of the text, as you will learn today.

*Dialogue* is the conversation between or among characters. In a play, dialogue serves three main functions:

- Helping readers learn about the characters, their relationships, and their goals
- Setting the *mood*, or emotional quality, of a scene in order to prompt the desired feeling or response in readers
- Developing the plot and subplots—Conflicts, or problems and struggles, come to life as characters confide in friends, argue with enemies, and plan their actions. Dialogue also helps playwrights create *dramatic irony*, a situation in which the audience knows more than the characters do. For example, in a play based on tragic historical events, such as *The Diary of Anne Frank*, the audience knows the characters’ fates. That knowledge contributes to the suspense and tension of the story.

In the **Making Meaning** section of your text, complete the **Analyze Craft and Structure** activities in your ELA Journal. Draw the chart in your journal as well as writing your answers to the questions.
You have analyzed the dialogue in the play to understand characters, mood, and conflict. As you complete your lesson, you will write one reaction in your diary. Write an entry to the following question:

Many of the adults in the play become frustrated with Anne’s behavior. Do you think they are being unfair?

Review the text, find dialogue from the adult characters that support your answer, and consider what you know about living in tense situations.

Your student might say it is fair because she does not seem to exhibit self-control. He or she might say it is not fair because she is a child and is behaving as such.
In this part, you carefully analyzed dialogue to understand characters, mood, and conflict. You also used dialogue as evidence to write an opinion. In the next part, you will apply what you have learned in this lesson to complete a USE.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you learned that authors in a play use dialogue for three purposes:

- Revealing characters
- Setting the mood
- Developing the plot and subplots

In a moment, you will write 2 to 3 paragraphs assessing whether the playwrights effectively used dialogue for these three purposes.

First, review your work from last time. You may also wish to revisit the text and reread sections of dialogue in which the playwrights used dialogue to develop characters, the mood, or the plot.

Next, form your opinion. Did the playwrights use dialogue effectively for these three purposes? You may assert that the dialogue effectively achieves some of the purposes but not others. Write your claim statement in your ELA Journal.

Now, return to your work from this lesson and the text. Select evidence to support your claim.

Once you have gathered your evidence, write 2 to 3 paragraphs in which you answer this question:

Did the playwrights of *The Diary of Anne Frank* effectively use dialogue to reveal characters, set the mood, and develop the plot?
Did you:

- Introduce your claim on whether the playwrights of *The Diary of Anne Frank* effectively use dialogue to reveal characters, set the mood, and develop the plot?
- Acknowledge and distinguish your claim and any alternate or opposing claims, and also organize the reasons and evidence from sources logically?
- Support your claim with logical reasoning and relevant quoted evidence, using accurate, credible sources and demonstrating and understanding of the topic or text?
- Use words, phrases, and clauses create cohesion and clarify the relationships among your claim, counterclaims, reasons, and evidence?
- Establish and maintain a formal style?
- Provide a concluding statement that encourages the reader to accept the author’s viewpoint and supports the argument presented?
- Use correct grammar and spelling throughout?

**USE FOR MASTERY GUIDELINES & RUBRIC**

Once you have gathered your evidence, write 2 to 3 paragraphs in which you answer this question:

*Did the playwrights of *The Diary of Anne Frank* effectively use dialogue to reveal characters, set the mood, and develop the plot?*

Provide a concluding statement that encourages the reader to accept the author’s viewpoint and supports the argument presented.
The Diary of Anne Frank, Act II - Part 1

<table>
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<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| ● To use close reading to analyze characters’ development in a play  
   ● To analyze and write an opinion about characters’ motivations | ● MyPerspectives textbook  
   ● The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett  
   ● ELA Journal  
   ● Reading Log  
   ● Computer  
   ● Project Diary | ● Complete a first read of The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett.  
   ● Complete Close Reading and Analysis activities.  
   ● Complete vocabulary and writing exercises.  
   ● Complete the interactivity/hands-on activity Write a Critique.  
   ● Write an opinion about character motivation. |

**LEARN**

You have read a play adaptation of Anne Frank’s diary. You learned about dialogue and how it reveals characters, sets the mood, and develops the plot. Now, you are going to read Act II of *The Diary of Anne Frank*. Acts are large divisions of a play, so your reading today will be the action that follows Act I.

Remember that in a first read of a literary text, good readers look to answer:

- What happens? Who is involved? Where and why does it happen?
- What are the most important sections of the text?

Now, read *The Diary of Anne Frank, Act II*.

**VOCABULARY**

- foreboding
- apprehension
- intuition
- mounting
- rigid
- insistent
While your student is reading, assess his or her fluency. Ensure that he or she is reading with expression. Listen to your student inflect his or her voice to show surprise, anger, and other emotions in the dialogue spoken by the characters in the play. This will support his or her comprehension of the action of the text and understanding of characters.

If your student is struggling to navigate the drama format, you may wish to review with him or her the following points:

- A play is told through dialogue, which is when a character speaks.
- Stage directions are meant to help the actors and directors; they are not spoken.
- An act is the largest section of a play, and a scene is a smaller division that exists within an act. In a new act, the scenes are numbered starting at 1 again.

**VOCABULARY**

**WORD-SOLVING STRATEGIES: USING LPR3**

Read the following words. They are words you will encounter as you read the text.

- foreboding
- apprehension
- intuition
- mounting
- rigid
- insistent

Copy these words in your ELA Journal and use LPR3 to define the words. Remember these steps of the LPR3 procedure:

- **Look**: Look before, at, and after the new word.
- **Predict**: Quickly predict the word's meaning, remembering that even a wrong prediction is often a good start.
- **Reason**: Think more carefully about the word's meaning, trying to be as precise as the context clues permit.
- **Resolve**: Recognize that you may need to take other steps (look it up, ask someone).
- **Redo**: Go through the steps again if necessary.

Add these words to your word wall and use them as you talk and write.
Once you have completed your first read, complete the Comprehension Check in the Making Meaning section of your textbook. You may write your answers in your ELA Journal.

POSSIBLE RESPONSES

1. They have been in hiding for about a year and a half.
2. He is hospitalized for ulcers.
3. She offers to give him some of her photographs.
4. They discover that Mr. Van Daan has been stealing food.
5. She and the others were sent to a concentration camp in Holland. Anne was later sent to Bergen-Belsen.
6. The family celebrates 1944 with a cake. Peter and Anne begin to talk. Mr. Kraler is sick with worry. Mrs. Frank grows concerned with Anne and Peter’s relationship while Mrs. Van Daan grows suspicious. Peter and Anne kiss. Mrs. Frank catches Mr. Van Daan stealing food. She warns him that she’ll throw him out, but Peter says he will also leave. News arrives that the Allies’ invasion of Europe has begun. Phone calls make the family suspicious. Mr. Van Daan blames Mrs. Van Daan for refusing to leave Europe years earlier. They are found by the Green Police. The act closes with Mr. Frank reading Anne’s diary after the war and stating that she was braver than he was.

Review your answers with your Learning Guide. Did you include all of the important points in your summary? If not, go back to the text and find the passages that you marked as being the most important. Did you include details from each of those passages? Then, reread your summary to make sure it is objective, or does not include any opinions. Remember that summaries should only be facts from the text and not contain opinion statements.

In this part, you completed your first read of Act II. You showed your understanding by writing an objective summary. In the next part, you will begin your close read of the text.
Add these words to your word wall and use them as you talk and write. Assist your student as needed in completing the task. These words should be added to the word wall. Encourage your student to use new words in writing and speaking.

POSSIBLE RESPONSES

1. They have been in hiding for about a year and a half. 
2. He is hospitalized for ulcers. 
3. She offers to give him some of her photographs. 
4. They discover that Mr. Van Daan has been stealing food. 
5. She and the others were sent to a concentration camp in Holland. Anne was later sent to Bergen-Belsen. 
6. The family celebrates 1944 with a cake. Peter and Anne begin to talk. Mr. Kraler is sick with worry. Mrs. Frank grows concerned with Anne and Peter's relationship while Mrs. Van Daan grows suspicious. Peter and Anne kiss. Mrs. Frank catches Mr. Van Daan stealing food. She warns him that she'll throw him out— but Peter says he will also leave. News arrives that the Allies' invasion of Europe has begun. Phone calls make the family suspicious. Mr. Van Daan blames Mrs. Van Daan for refusing to leave Europe years earlier. They are found by the Green Police. The act closes with Mr. Frank reading Anne's diary after the war and stating that she was braver than he was.

Review your answers with your Learning Guide. Did you include all of the important points in your summary? If not, go back to the text and find the passages that you marked as being the most important. Did you include details from each of those passages? Then, reread your summary to make sure it is objective, or does not include any opinions. Remember that summaries should only be facts and not contain opinion statements.

In this part, you completed your first read of Act II. You showed your understanding by writing an objective summary. In the next part, you will begin your close read of the text.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you completed your first read of *The Diary of Anne Frank, Act II* and worked on your summarization skills. In this part, you will begin closely reading this act. Remember that close reading is looking at short sections of text using different lenses to analyze the text. Close reading is effective in increasing your understanding of both fiction and nonfiction texts.

Today you will revisit the following paragraphs as you close read:

- Scene 1, paragraph 2
- Scene 1, paragraph 26
- Scene 1, paragraphs 67–64
- Scene 1, paragraphs 97–109

Now, complete the **Close Reading** 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.
represents hope to the Jews in the annex—she is proof that there are people in the world who will make sacrifices to help those who are in need.

- Scene 1, Paragraphs 67–64: The playwrights present Mrs. Van Daan's reaction to convey not only that the coat is expensive, but that it is has sentimental value. The details show that Mrs. Van Daan is losing things that are important to her. The coat symbolizes one of Mrs. Van Daan's last connections to her former life of freedom and happiness, as well as to her extended family, all of whom have likely perished in the war.

- Scene 1, Paragraphs 97–109: The range of responses reinforces the differences among the characters. Each character responds as we might expect, given what we know about each one's personality. Because readers already know that the people in the annex will eventually be arrested, suspense is built as their fate draws closer and we do not yet know how they will be discovered. Incidents like this cause panic and doubt in the characters and likewise create suspense and tension for the reader.

Close reading is a strategy readers use to gain deep understanding of texts. Another effective strategy to be a great reader is building your vocabulary. In the Language Development section of your textbook, complete the Concept Vocabulary: Why These Words? and Practice exercises.

### TEACHING NOTES

**WHY THESE WORDS? POSSIBLE RESPONSES**

1. The words relate directly to the characters’ anxiety about what might happen as well as to their hopes that they will soon be free.
2. bewildered, miserable, longing

**PRACTICE**

Responses will vary but should show an understanding of each word’s meaning.

In this part, you used close reading to understand how playwrights showed the passage of time and continued to develop the conflict in *The Diary of Anne Frank*. In the next part, you will continue your close read of this act.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

GRAMMAR

VERB MOOD: THE SUBJUNCTIVE MOOD

Step 1

You have been reading to understand conflict in a play. You know that authors can use verb moods to express attitudes. This can help you understand characters’ feelings. You can look at individual sentences to determine the mood of the verbs and think about how verb mood contributes to your understanding of conflict.

Read this sentence from *The Diary of Anne Frank*.

I only wish that you wouldn't expose yourself to criticism . . . that you wouldn't give Mrs. Van Daan the opportunity to be unpleasant.

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 there are various verb moods: *indicative*, *interrogative*, *imperative*, *subjunctive*, and *conditional*. Review each mood:

- *Indicative* (or declarative) verb mood expresses a statement of fact, or that something is happening in reality.
- *Interrogative* verb mood expresses a question.
- **Imperative** verb mood expresses a command or request.
- **Subjunctive** verb mood expresses a doubt, a hope, or an imaginary situation.
- **Conditional** verb mood expresses the conditions under which something will happen.

What mood is the verb in this sentence? How do you know?

When you read a play or a story, you can think about how verb mood helps you understand the way the characters feel and interact. You can think about the effect of Anne's mother using the subjective mood to tell Anne how she feels. One way you can think about this is by rewriting the sentence to have different moods and then comparing and contrasting those versions with the original.

Rewrite the sentence in the indicative, interrogative, imperative, and conditional moods. Then compare and contrast your versions with the original sentence. Think about the effect of the verb mood. How does the mood affect the tone in Mrs. Frank's dialogue? How do you think Anne would respond to each of the sentences? Do you think a different mood would create more or less tension? Why?

Why do you think it’s important for an author to consider verb mood?

**Step 4**

When you write, you can use verb mood to contribute to tone. You can think about how verb mood affects the reader’s understanding of a sentence.

Pick another sentence from *The Diary of Anne Frank*. The sentence should be in one of the other moods. Identify the mood. Then, rewrite the sentence in the subjunctive mood. How does the change in mood affect the tone of the sentence?

How can you use verb mood for effect 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:

- I only wish
- that you wouldn't
- expose yourself
- to criticism . . .
- that you wouldn't
- give Mrs. Van Daan
- the opportunity
- to be unpleasant.
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 Anne’s mother doesn’t want Anne to put herself in a situation where Mrs. Van Daan can say bad things about her.

**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 used an ellipsis to show a pause in the line. This helps me picture how Anne’s mother might say the words. It makes it feel like she’s trying to find the right words to say.

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?

**Step 3**

*Answer: subjunctive; because she is wishing something*

Your student might rewrite the sentence in these ways:

- **Indicative:** I want you to stop exposing yourself to criticism and giving Mrs. Van Daan the opportunity to be unpleasant.
- **Interrogative:** Can you stop exposing yourself to criticism and giving Mrs. Van Daan the opportunity to be unpleasant?
- **Imperative:** Stop exposing yourself to criticism and giving Mrs. Van Daan the opportunity to be unpleasant.
- **Conditional:** If you stop exposing yourself to criticism, Mrs. Van Daan won’t have the opportunity to be unpleasant.

*Possible response: The mood of some of the sentences makes Mrs. Frank sound harsher. I think Anne would be angrier hearing the imperative version because it would feel like her mother is ordering her around. I think the interrogative version is a little softer, but the subjunctive version feels softest. It feels more like her mother cares about her. I think this and the interrogative create less tension, and the imperative version would create the most tension.*
Possible response: Because even though sentences with different verb moods can have the same basic meaning, the mood affects the tone and can make a difference in how a character is seen.

Step 4

Have your student select a sentence and rewrite it in the subjunctive mood.

For example, if your student selects this sentence:

She's sweet and bright and beautiful and I'm not.

He or she might write the following:

I wish I were sweet and bright and beautiful like her.

Possible response: It makes it sound more hopeful. The original is very matter of fact. Anne considers this a fact.

Possible response: I can use it to contribute to tone. When I write a story, I can use different moods in dialogue to show how characters feel about each other and about events.

Extension

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

Have your student read this sentence:

I only wish that you wouldn't expose yourself to criticism . . . that you wouldn't give Mrs. Van Daan the opportunity to be unpleasant.

Say, "In this sentence, the author uses the subjunctive verb mood to express a wish. You can use verb mood in your own writing to support tone and attitude. There are other ways to use subjunctive verb mood."

Display these sentences:

- If I were you, I wouldn't expose myself to criticism.
- I suggest that you don't expose yourself to criticism.
- I wouldn't expose myself to criticism if I were you.

Say, "All of these sentences are also in the subjunctive mood. How can you tell?" Answer: They express hope or an imaginary situation.

Have your student select a sentence from The Diary of Anne Frank that is in the imperative mood, and experiment with writing it in the subjunctive mood at least two different ways.

Possible responses for this sentence:

Don't you dare take that!
- If I were you, I wouldn't take that.
- I suggest that you don't take that.

Ask, “How does changing the sentence change the tone?” Possible response: It makes it feel less demanding.

Ask, “How can different verb moods affect the way you see a character in a play or story?” Possible response: Verb moods can show attitude. A character who speaks in sentences with the imperative mood can seem harsh and demanding. A character who speaks in sentences with the subjunctive mood can seem gentler or even weak.

You have been practicing your close reading skills to understand the passage of time in the play and how the passing of time increases the conflict the characters face. In this part, you will continue close reading to analyze Anne's perspective and how the playwrights convey that perspective.

As you close read today, you will revisit the following paragraphs:

- Scene 1, Paragraphs 127–135
- Scene 1, Paragraphs 157–159
- Scene 2, Paragraph 68

Now, find these Close Reading activities in the margin of your textbook if you have a printed book or in the Making Meaning section of the textbook. Complete these activities in your ELA Journal or in the margin of your printed book.

**TEACHING NOTES**

- Scene 1, Paragraphs 127–135: The playwrights included these details to demonstrate how Peter supports Anne's feeling. Peter has learned to control his anger, but he struggles to communicate. The stress of the Secret Annex adds an extra challenge. Peter has realized the characteristics he admires in Anne and has worked up the courage to tell her about it.

- Scene 1, Paragraphs 157–159: The playwrights chose these stage directions to help emphasize the difference between ordinary dialogue between characters and Anne's soliloquy, in which she is reciting her inner thoughts. The effect of these stage directions is to bring the reader closer to Anne's perspective and to sympathize with her even more. Readers might feel more strongly that they are experiencing the story through her eyes.

- Scene 2, Paragraph 68: It's possible that Anne's perspective has changed because she has encountered grim, life-and-death circumstances while in hiding. She realizes she has become more serious and no longer feels she would be satisfied with frivolous activities. Anne talks of what she would like to be when she grows up, demonstrating an attitude of hope for the future despite her grim circumstances.
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 The Diary of Anne Frank, Act II and click on the audio to listen to an excerpt of the text. While you listen, follow along with the text below. Notice how the reader scoops words together into phrases instead of reading them one-by-one like a robot. The reader also uses the punctuation to help guide the phrasing. After you listen to the text being read aloud, practice reading the following excerpt on your own, using the rules of phrasing.

She left her cake. [He starts for Anne's room with the cake. There is silence in the main room. Mrs. Van Daan goes up to her room, followed by Mr. Van Daan. Dussel stays looking out the window. Mr. Frank brings Mrs. Frank her cake. She eats it slowly, without relish. Mr. Frank takes his cake to Margot and sits quietly on the sofa beside her. Peter stands in the doorway of Anne's darkened room, looking at her, then makes a little movement to let her know he is there. Anne sits up, quickly, trying to hide the signs of her tears. Peter holds out the cake to her.] You left this.

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 you are going to practice rereading Scene 1, paragraphs 128—135 of The Diary of Anne Frank, 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 two more times. When you are finished, listen to your recording and look at the Fluency Rubric with your Learning Guide.
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 *The Diary of Anne Frank*, Act II and click on the audio to listen to Scene 1, paragraph 127, from 15:50 – 16:31.

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 have your student read Scene 1, paragraphs 128–135 of *The Diary of Anne Frank*, Act II 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 paragraphs 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.

In the last part, you built your vocabulary by studying words in this text. Another way to build your vocabulary is to study prefixes and suffixes. By knowing the meaning of parts of a word, you can often figure out the meaning of an unknown word in a text. Using your ELA Journal, complete the [Word Study](#) activities in the [Language Development](#) section of your textbook now.

### TEACHING NOTES

**POSSIBLE RESPONSES**

1. Our teacher was quite insistent that all students bring no notes into the room during our final exam.
2. adherent: a person who follows rules (noun); dependent: relying on something or someone (adjective); excellent: possessing outstanding quality (adjective); intelligent: smart, having a good understanding (adjective)
In this unit, you will keep a diary of responses to your learning. You may format this diary in a way similar to how Anne Frank kept her diary – listing the date and writing as if you were speaking to someone else. You will use this diary to reflect on your thinking, as well as prepare you for your project speech. You may keep your diary in your ELA Journal by creating a section just for your diary.

In this part, you used close reading to understand how the playwrights used stage directions and the conflict to reveal Anne’s perspective. Before you conclude your learning for the day, return to Anne’s soliloquy in Scene 1, paragraph 158. How does her soliloquy reveal injustice and the dehumanization of the characters? How do you react to this soliloquy as a reader? Write a response in your Project Diary with evidence from the text.

POSSIBLE RESPONSES MIGHT INCLUDE

- The characters are being dehumanized because they do not have food. Anne describes their growling stomachs as being like instruments in an orchestra.
- Because of the injustice and circumstances the characters are facing, Mr. Kraler has fallen ill.
- Anne is clearly distressed and been dehumanized because she cannot keep her mind on a single topic.
- Anne is being dehumanized because she has no one who understands her with whom she can speak.
- As a reader, your student may indicate that he or she feels heartbroken along with Anne.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have used close reading to understand Anne’s perspective and reflected on how that impacted you as a reader. In this part, you will complete your close reading of Act II.

As you close read, you will reread the following sections of text:

- Scene 2, Paragraph 119
- Scene 3, Paragraph 81
- Scene 4, Paragraph 32

Now, find these close reading activities in the margin of your textbook if you have a printed book or in the Making Meaning section of the online textbook. Complete these activities in your ELA Journal or in the margin of your printed book.

**TEACHING NOTES**

**ANSWERS TO CLOSE READING ACTIVITIES**

- Scene 2, Paragraph 119: The playwrights describe these actions in the stage directions so people reading the drama will know what is happening. The incident could not be expressed through dialogue. The stage directions also tell actors how to perform the scene. The inclusion of this sequence suggests to readers that, although Anne and Peter are living in unusual, extremely difficult circumstances, they are still teenagers and they still can have normal teenage experiences.
Now that you have completed your close read of Act II, you are going to complete the Analyze the Text activities in the Making Meaning section of your textbook in your ELA Journal. Complete question 3 of Analyze the Text in your project journal. Find these activities and complete them now.

**TEACHING NOTES**

**POSSIBLE RESPONSES**

1. (a) A worker in the office below the annex demanded more money and was staring at the bookcase.
   
   (b) This incident foreshadows the thief who robbed the office and eventually told the police about the people hiding there.

2. Anne was able to preserve her sense of optimism and her belief in the goodness of human nature. And she attempted to inspire the others in the annex to share her sense of hope.

3. Answers will vary. Sample answer: The play has taught me that we remember the past by learning about what happened and why it happened. These memories are important to keep alive, so we do not repeat past mistakes and allow events like the Holocaust to happen again.

**VOCABULARY**

**WORD-SOLVING STRATEGIES: USING GREEK OR LATIN AFFIXES AND ROOTS**

When you come to an unknown word, take a moment to analyze it. Do you see a prefix? Does the word have a suffix? Is the base word a root that you know? Look at this roots and affixes chart closely. How could you use this information? Discuss your thoughts with your Learning Guide.

Understanding roots and affixes (prefixes and suffixes) can give you clues to understanding the meaning of an unknown word. Once you are familiar with a root or affix, you can use that knowledge in multiple situations, and increase your vocabulary. You can use this knowledge to better understand math, science, and social terms as well.
When you come to an unknown word, take a moment to analyze it. Do you see a prefix? Does the word have a suffix? Is the base word a root that you know? Look at this roots and affixes chart closely. How could you use this information? Discuss your thoughts with your Learning Guide.

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Check out this game chart. Use the resources listed to fill in the blanks in the Make-a-Word Game Chart.

Keep this game chart and the Common Content Area Roots and Affixes chart handy as you read. They can help you when you encounter an unknown word.

Assist your student in completing the tasks as necessary. Encourage him or her to find the meanings of the affixes and roots. These resources should be kept and used as needed by your student when determining the meaning of an unknown word.

Please go online to view and submit this assessment.

In the last lesson, you learned about dramatic irony. This is an important tool that authors use to make their writing more engaging and exciting. In this video, *In on a secret? That's dramatic irony*, you can learn more about dramatic irony. *This comic strip* also explains all three kinds of irony. Use these tools to deepen your understanding of irony.

In this part, you used close reading skills to analyze how the drama in this play comes to a conclusion. You connected this analysis to how the characters in the play felt and how that related to the theme of hope. In the next part, you will analyze this text to learn about character motivations.
### LEARN

You have completed a close read of this act to understand how the climax of the play extinguishes the hope of the characters. Today, you are going to learn about motivations. All literary characters have motivations; these are the reasons that cause them to act. There are two types of motivations:

- **Internal motivations** are reasons within the characters that cause them to act. Examples include emotions, such as jealousy, or a relationship with another character that causes action.
- **External motivations** include factors outside the character, such as the setting or situations, such as poverty.

Thinking about these two kinds of motivations, go to the **Making Meaning** section in your textbook and complete the **Analyze Craft and Structure** activities in your ELA Journal. You may recreate the table in your ELA Journal to fill it in.

### TEACHING NOTES

#### POSSIBLE RESPONSES

<table>
<thead>
<tr>
<th>ACTION</th>
<th>MOTIVATION</th>
<th>INTERNAL OR EXTERNAL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Krler tells those in hiding about Carl.</td>
<td>He is seeking advice from Mr. Frank on how to respond to Carl's demand for money.</td>
<td>external</td>
</tr>
<tr>
<td>Mr. Van Daan steals bread.</td>
<td>He is hungry and thinks little of others.</td>
<td>internal and external</td>
</tr>
<tr>
<td>Peter offers to leave.</td>
<td>He is expressing his devotion to his family.</td>
<td>internal</td>
</tr>
</tbody>
</table>

#### Objectives
- To use close reading to analyze characters’ development in a play
- To analyze and write an opinion about characters’ motivations

#### Books & Materials
- MyPerspectives textbook
- The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
- ELA Journal
- Reading Log
- Computer
- Project Diary

#### Assignments
- Complete a first read of The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett.
- Complete Close Reading and Analysis activities.
- Complete vocabulary and writing exercises.
- Complete the interactivity/hands-on activity Write a Critique.
- Write an opinion about character motivation.
1. (a) Anne's motivation for keeping a diary is to provide herself with a private, serious outlet to express her deepest thoughts and emotions.
(b) She makes several references for her need to have someone to talk to who understands her and she tells Peter that she thinks “more seriously” about life and that she loves to write and wants to become a journalist. From these details, the reader can infer that she uses her diary writing to sort out her most serious thoughts.
2. From the stories Mr. Kraler and Miep relate about the difficult conditions for people in Amsterdam, one can infer that people would be motivated to be in good favor with the authorities. Turning in a family of Jews in hiding would be considered such a favor, and a person might be rewarded for it.
3. Answers will vary. Your student should note that the cramped quarters, the loss of freedom, and the need for silence affect the characters in different ways.

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**ANOTHER WAY**

**UNDERSTANDING MOTIVATION**

If it is challenging to analyze characters’ motivation in Act II of the play, you can stop and ask yourself questions. This will help you make inferences about motivation based on evidence in the text.

When you think about a character’s motivation, you are thinking about the reasons the character acts a certain way or says something. You can ask guiding questions like these to understand motivation:

- What is most important to the character? How do I know?
- What kind of person is the character?
- How is the character feeling about what is happening or what someone has said?

These questions will help you understand the driving forces behind what a character does. These driving forces are the character’s motivation.

Ask yourself the guiding questions as you analyze the actions in the chart and answer the questions.

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**TEACHING NOTES**

You might choose to model use of the questions for your student, or you may choose to have your student first work through an action that is not on the chart.

For example, you might say, “In Scene 1, Mr. Kraler tells the Franks about a co-worker questioning him. Let’s use the guiding questions to think about his motivation for doing this.”

Then, either have your student answer the questions or model answering them for him or her. Remind your student to support answers with evidence.
**Possible responses:**

- **What is most important to the character? How do I know?**
  
  I think Mr. Kraler is concerned about his friends because he makes sure to tell them about what is happening. I think he is also worried about money because of what it costs to house the Franks. In line 98, Mr. Frank calls it “very modest blackmail,” which makes me think that it wouldn’t be a big deal to pay it. But since Mr. Kraler is torn on what to do, I think money is a concern for him right now.

- **What kind of person is the character?**
  
  He is a good person who cares about his friends. I know this because he takes risks to hide them.

- **How is the character feeling about what is happening or what someone has said?**
  
  He is feeling worried and suspicious. He uses phrases like “take a chance” to describe the choices he has. I know he is feeling suspicious because he says, “You get to a point, these days, where you suspect everyone and everything. Again and again . . . on some simple look or word, I’ve found myself . . .” (line 109)

Encourage your student to continue to use these questions as he or she completes the chart and answers the Analyze Craft and Structure questions about motivation.

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Great readers also need to be great writers. You have deeply analyzed this act of the text. Now, you will add to your writing skills by studying simple verb tenses. In the Language Development section of your textbook, complete the Conventions: Read It exercises.

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**TEACHING NOTES**

**POSSIBLE RESPONSES**

1. a. past  
   b. future  
   c. present  
2. a. will eat  
   b. happened
Now you are going to critique a scene from Act II. When you critique, you are thinking about whether something was effective. In this activity, you will determine whether actors are being effective at conveying a scene as the playwrights meant for it to be performed. Choose a scene from Act II of *The Diary of Anne Frank*. In your ELA Journal, answer the following questions:

- How does the scene fit into the play as a whole?
- What does the scene reveal about the characters’ perspectives, personalities, and motivations?

As you write, remember the verb tenses you just studied.

### TEACHING NOTES

Your student should identify how the selected scene moves the plot forward, develops the characters, and reveals characters’ motivations using appropriate text evidence. If your student focuses on one section of the scene, ask him or her where in the scene the plot is developed, or the playwrights reveal more of the characters to the audience. Ensure he or she has found all three of these purposes of the scene.

### INTERACTIVE ACTIVITY

Now, use the scroll bar at the bottom of this video, *The Diary of Anne Frank -- Act 2*, to find the scene you selected. Do the actors as San Juan Community College perform the scene in a way that matches what you wrote? Do you have any critiques that you would offer to help the actors convey the emotions and personalities of the characters in a more effective way? Write some of your thoughts in your ELA Journal.

Please go online to view this video ▶

### TEACHING NOTES

Responses will vary. Your student may believe that the actors effectively portrayed the characters or not. In his or her response, your student should demonstrate knowledge of the characters’ personalities and motivations. He or she should indicate whether the actor is acting consistently with his or her understanding.
In this part, you thought about characters’ motivations and then used this knowledge to critique actors’ performance of the play. In the next part, you will use your knowledge of motivations and the characters of this play to write an opinion about Anne.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about motivations, both internal and external, and thought about the motivations of the characters in the play *The Diary of Anne Frank*. In a moment, you are going to write an opinion about which impacted Anne more: internal or external motivations. Before you begin writing, take the following steps:

1. Review the definitions of internal and external motivations that you learned in the last part of the lesson; make sure you fully understand what these terms mean.
2. Review both Act I and Act II of the play, thinking about the actions Anne takes and why she takes them.
3. Form a clear claim that indicates your opinion.
4. Gather at least two pieces of strong evidence from the play.
5. Be ready to address a possible opposing claim in your answer. You will need to refute the opposing claim in your writing.

**ANOTHER WAY**

**Writing About Anne Frank's Motivation**

You have been asked to write a two or three paragraph essay about the following question:

- In “The Diary of Anne Frank,” which impacts Anne more: internal or external motivations?

It might be challenging to organize your ideas about this question. You can use a Web B Graphic Organizer to record your thoughts about Anne's motivations. In the middle, write “Anne's Motivations.” Then use the circles to write your ideas about Anne's internal and external motivations.
In each circle, write about something that motivated Anne. Label it as an internal or external motivation. Write your thoughts about how each motivation impacted Anne. Use your web to write your essay.

If your student struggles to organize his or her thoughts for the response, have your student use the Web B Graphic Organizer to write notes about Anne’s motivations.

Your student should write about both internal and external motivations and their impacts. For example, for an internal motivation your student might write something like this:

- **Internal:** Anne was very lonely. This motivated her to keep a diary. I think her loneliness was a strong motivator because she kept up with the diary for a long time.
- **External:** The war was a major external motivation. Nothing in the story would have happened if the war didn’t happen. Anne wouldn’t be in the position she’s in. The war motivates the family to hide and to do things to stay safe.

When your student has filled in several internal and external motivations, have your student go back to reconsider the essay prompt and begin writing.

Now, write 2 to 3 paragraphs in which you answer this question:

**In The Diary of Anne Frank, which impacts Anne more: internal or external motivations?**
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Present a clear, reasonable claim about whether internal or external motivations impacted Anne Frank more in *The Diary of Anne Frank*?
- Write 2–3 paragraphs in which you presented at least three examples from the text that support your claim?
- Include quoted evidence from the text that is relevant to the claim?
- Show a clear, logical explanation about how the evidence relates to the claim?
- Make sure your explanation shows a clear understanding of the text?
The Frank Family and WWII Timeline - Part 1

Objectives
- To closely read a historical secondary source
- To write a comparison-and-contrast essay about a historical timeline and The Diary of Anne Frank
- To write an explanation of dramatic irony in The Diary of Anne Frank

Books & Materials
- ELA Journal
- MyPerspectives Textbook
- The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett
- The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
- "Frank Family and World War II Timeline"
- Reading Log
- Computer
- Project Diary

Assignments
- Read "Frank Family and World War II Timeline."
- Complete the interactivity Ice Cream Infographic.
- Complete research on a topic from the "Frank Family and World War II Timeline."
- Complete prewriting activities for a comparison-and-contrast essay.
- Write a comparison-and-contrast essay.
- Write a short explanatory essay regarding dramatic irony.

LEARN

LEARN ABOUT...

Events During World War II

You are going to be reading about World War II, comparing it to the events portrayed in the play “The Diary of Anne Frank,” based on Frank's published diary. Before you do so, let's get some background knowledge!

Read this article, called “10 Eye-Opening Facts About World War 2,” to help you learn more about this time in history. Use the photographs and videos to help you understand the topics discussed in the article. After you read this article, you should know more about World War II.

After you read, answer these questions about World War II:

1. Which group of people was targeted the most by Nazis during the Holocaust?

2. Which countries did not participate in World War II but instead chose to remain neutral?

TEACHING NOTES

Your student is reading a background article about World War II. This will prepare your student for a later portion of the lesson, in which he or she will be comparing the timeline of events during World War II to the experiences of Anne Frank and her family as portrayed in the play "The Diary of Anne Frank," based on Frank's published diary. Your student may find the photographs and videos in the article helpful for a better understanding of this time in history. After reading this article, your student should know more about World War II.
You have completed your reading and analysis of the play *The Diary of Anne Frank* in *myPerspectives* Unit 2: The Holocaust, Whole-Class Learning. You have learned the story of the Frank family in a literary text. While much of the dialogue in the play was created by the authors, you know that the setting was historically accurate.

In this lesson, you will study a timeline of World War II events and compare it to the play. Good readers read multiple types of texts. This includes reading nonfiction texts that help you understand fictional texts and learning to interpret texts in which pictures, charts, and other graphics present the information.

To learn about timelines, read the **Background** section of your textbook. It is located before the timeline text.

Before you begin your reading of the timeline, you will begin by learning some vocabulary that will help you understand the information on the timeline. Remember, building your vocabulary as a reader is an effective strategy to become a better reader. Read the definitions of the media vocabulary in your textbook. If you have a digital textbook, go to the **Language Development** section, and then click the words under **Media Vocabulary** to see the definitions.

Once you understand the definitions of all the words, complete the **Language Development: Media Vocabulary** exercises in your ELA Journal. Note that the document has two timelines: one on the top and one on the bottom. In the digital textbook, you can click the image to enlarge it. Complete the **Media Vocabulary** activities now.

**VOCABULARY**
- annotated
- chronological
- parallel

---

**ANSWERS:**
1. Which group of people was targeted the most by Nazis during the Holocaust? Jews
2. Which countries did not participate in World War II but instead chose to remain neutral? Switzerland, Spain, and Sweden

---

**POSSIBLE RESPONSES**
1. Responses will vary. Your student should draw a clear connection between the event and the picture.
2. (a) The 1943 Battle of Stalingrad and the Allies conducting a successful invasion of France show the weakening of Nazi power.
   (b) During this time, the Franks are captured, arrested, and sent to concentration camps.
Now that you are familiar with the difference between a primary and secondary source and some of the vocabulary that will help you on this timeline, you will complete your first read of the timeline. As you read, think about the following questions:

- What new information or ideas do you learn about World War II?
- Which are the most important events on the timeline?

Now, read Frank Family and World War II Timeline in myPerspectives Unit 2: The Holocaust, Whole-Class Learning.

**TEACHING NOTES**

Ensure your student understands the structure of the timeline. There are two timelines, running in parallel. Some of the years align between the Frank family timeline and the WWII timeline, and some do not. Some guiding questions that might help draw your student’s attention to the structure are:

- What information is above the line in the middle of the page? What information is below?
- What information is contained in the line in the middle of the page?
- Which events happened in the same year?
- Based on the years they happened, which events might have caused other events to happen?

Once you have finished your first read of the timeline, find the Making Meaning section and complete the Comprehension Check in your ELA Journal.

**POSSIBLE RESPONSES**

1. The Jews were being dismissed from medical, legal, government, and teaching positions.
2. They lose their rights as German citizens.
3. They received an order for Margot to report to a forced labor camp.
4. Conditions in the concentration camps
Review your answers; were they correct? There are many types of informational texts that you will encounter as a reader. Good readers read many kinds of texts to learn.

INTERACTIVE ACTIVITY

Now, take some time to look at another infographic. This ice cream infographic also has a timeline and many other pieces of information as well. What information did you learn from this infographic? Share your findings with your Learning Guide.

TEACHING NOTES

POSSIBLE ANSWERS

- The history of ice cream
- The countries that eat the most ice cream
- Statistics on the most popular ice cream and the amount of ice cream consumed

How did you interpret the infographic? Think about how you used the pictures and illustrations to learn more about the topic. This is the purpose of an infographic: to present information in a concise way that is interesting to the reader.

See if you can notice more infographics as you go through your day.
In this part, you completed a first read of a timeline, which contains information presented in a graphic. In the next part, you will take some time to research a topic from the timeline that interests you.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN

LEARN ABOUT...

WORLD WAR II

You are going to be reading about World War II, comparing it to the events portrayed in the play “The Diary of Anne Frank,” a dramatic adaptation of Frank’s published diary. Before you do so, let’s get some background knowledge!

Read this article, called “World War II,” to help you learn more about this war. It contains some information about World War II, but what may be even more useful is the list of hyperlinks at the bottom of the article. Click on these links to learn more about different aspects of the war, including battles, events, and leaders. After you read this article and visit the hyperlinks, you should know more about World War II.

After you read, answer these questions about World War II:

1. How many people were killed in World War II?
2. Where did World War II begin?

TEACHING NOTES

Your student is reading a background article about World War II. This will prepare your student for a later portion of the lesson, in which he or she will learn more about this time in history. Your student may find the hyperlinks at the bottom of the article useful. After reading this article, your student should know more about World War II.
In the last part, you practiced reading information from a timeline and other graphics. You understood that authors can present information in forms other than text to make the information clear and interesting.

When good readers are learning about a subject, it is natural for certain topics to interest them. Good readers are also forming questions in their mind about the topics presented in their reading. Questioning is a hallmark of a good reader. You have read the literary text *The Diary of Anne Frank* and the nonfiction timeline. You have probably come up with some questions about a topic that interests you.

As you move closer toward college, you should become comfortable with doing brief research and Internet searches on topics that interest you and that you will need to know more about. As you search, think about the sources you are finding. Find credible sources that meet these criteria:

- The source is recent, or written within the last 10 years, if possible.
- The source contains factual information backed by research and evidence.
- The source is written by an educated author who is believable.
- The source is free of opinions or bias.
- The source is from an organization or publication that is well known and respected.

In this part, you will take some time to research one of the topics that interested you on the timeline. A graphic cannot give you all the information about a topic. By doing research on a topic you choose, you will have a more complete understanding.

To complete your research, you may use any digital and print resources that you believe would be helpful. You can find digital resources by using search engines, such as Google, or you may use the websites in the lesson *The Diary of Anne Frank*, Act I. To find print resources, you may wish to visit your local library.

If you are having trouble selecting a topic, consider one of the following topics to research:

- The Nuremberg Laws
- The German invasion of Poland
- The German invasion of the Netherlands
- The Eichmann Trial
Take some time to research your topic now and write the information you find in your ELA Journal.

**TEACHING NOTES**

If your student is using digital resources, guide him or her to use credible resources such as these resources presented in the first lesson of this unit:

- The Library of Congress – [www.loc.gov](http://www.loc.gov)
- The International Institute for Holocaust Research – [www.yadvashem.org/research.html](http://www.yadvashem.org/research.html)
- The United States Holocaust Memorial Museum – [www.ushmm.org/research](http://www.ushmm.org/research)
- The Holocaust Research Project – [www.holocaustresearchproject.org](http://www.holocaustresearchproject.org)

As your student conducts searches for information, make sure that each source meets the criteria above so that your student uses only credible sources.

If your student is using print resources, support him or her on a trip to the library or in finding print resources. Print sources are more often credible than digital resources, but encourage your student to look for bibliography, footnotes, and citations that indicate the resource is credible.

Think about the research you just conducted. In your Project Diary, write an entry in which you describe examples of injustice and dehumanization you found while researching your topic. What is your reaction? Now that you know more about your topic, how do you feel about the way the Frank family reacted? Complete your diary entry to finish your class today.

**TEACHING NOTES**

Your student should point to instances in his or her research in which someone was treated unfairly (likely the Jewish population), and where people were treated without the basic respect and dignity that should be afforded to all humans. Examples might include being forced to leave their home because of race or religion, or people being killed because of the war with the Nazis. Dehumanization might include being denied food, tattooed, or being treated violently.

Your student may indicate that the Frank family did the best they could, given the circumstances, or that they might have tried a different way to escape the Nazis.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
The Frank Family and WWII Timeline - Part 3

**Objectives**
- To closely read a historical secondary source
- To write a comparison-and-contrast essay about a historical timeline and The Diary of Anne Frank
- To write an explanation of dramatic irony in The Diary of Anne Frank

**Books & Materials**
- ELA Journal
- MyPerspectives Textbook
- The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett
- The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
- "Frank Family and World War II Timeline"
- Reading Log
- Computer
- Project Diary
- Index cards or sentence strips
- Highlighter

**Assignments**
- Read "Frank Family and World War II Timeline."
- Complete the interactivity Ice Cream Infographic.
- Complete research on a topic from the "Frank Family and World War II Timeline."
- Complete prewriting activities for a comparison-and-contrast essay.
- Write a comparison-and-contrast essay.
- Write a short explanatory essay regarding dramatic irony.

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**LEARN**

**GRAMMAR**

**ACTIVE AND PASSIVE VOICE**

**Step 1**

You have been reading to understand events in the lives of the Frank family members. You know that you can use active and passive voice for effect when you write. You can break down a sentence to think about why an author chooses one voice over the other.

Read this sentence from Frank Family and World War II Timeline.

The hiding place of the Franks is discovered and the families are arrested.

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 a sentence can be written in active voice or passive voice. You know that writing sounds stronger and more direct if you use mostly active-voice verbs. You also know that the passive voice is appropriate when you want to emphasize the receiver of the action or when the performer of the action is unknown. In the timeline about the Frank family, the author uses a mix of active and passive voice for emphasis of particular parts of sentences.
Your Learning Guide has divided this sentence into chunks. The sentence has two clauses. Each has a subject and a verb. Which chunks have the subjects of the clauses?

Which chunks have the main verbs of the sentence?

Is the subject of each clause performing or receiving the action? What does this tell you about the voice of the sentence?

Why do you think the author chose to use this voice in the sentence?

**Step 4**

Choosing between active and passive voice is a part of the author’s craft. Active voice is generally preferred because it is more direct. However, you can use passive voice mindfully to put your reader’s attention where you want it.

When you write, you can try a sentence in both voices and decide which has a stronger effect.

Practice with these sentences. First, identify the voice in each sentence. Then rewrite the sentence in the opposite voice. Then, for each sentence, explain which version you prefer and why.

- The German government passed the Nuremberg laws in 1935.
- The Netherlands were invaded by the Nazis in 1940.
- Anne died of typhus in a concentration camp.

**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 hiding place
- of the Franks
- is discovered
- and the families
- are arrested.

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 Franks were found out and arrested.
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 adds meaning to the sentence with prepositional phrases. The prepositional phrase “of the Franks” identifies which hiding place. It makes the sentence more specific.

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 how the author adds meaning to the sentence with a particular kind of phrase.

Step 3

Your student should identify these chunks:

- The hiding place
- and the families

Your student should identify these chunks:

- is discovered
- and the families
- are arrested.

**Answer:** receiving; it is passive voice

**Possible response:** I think the author chose to use the passive voice because it emphasizes the effect on the hiding place and the families. The receivers of the action are the things the reader cares most about. The passive voice keeps the focus on them.

Step 4

The voices are:

- active
- passive
- active

Your student might change the voice of each sentence like this:

- The Nuremberg Laws were passed in Germany in 1935.
- The Nazis invaded the Netherlands in 1940.
• Anne was killed by typhus in a concentration camp.

Possible responses:

• I think passive voice is better because it keeps the focus on the laws themselves, and I think that’s most important.
• I think active voice is better because it’s more direct and emphasizes the actors in the sentence.
• I think active voice is better because the passive voice sounds more awkward. I also think it’s better to be more direct when talking about Anne dying.

Extension

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

Have your student read this sentence.

The hiding place of the Franks is discovered and the families are arrested.

Then say, “In this sentence, the author uses passive voice to emphasize the receivers of the action. You can choose between active and passive voice when you write depending on how you want to guide your reader’s focus. Last time, you conducted research about a topic from the timeline. Write two sentences about things you learned in your research. Write one in active voice and one in passive voice.”

Your student might write sentences like these:

• The Nuremberg Race Laws defined a “Jew” as someone with three or four Jewish grandparents.
• Even people whose grandparents converted to Christianity were considered Jews under the law.

Ask, “What is the effect of voice in each of your sentences?” Possible response: In my first sentence, active voice puts the emphasis on the laws doing the action. In the second sentence, passive voice puts the focus on the people the laws affected.

Ask, “Why should you consider voice when you write?” Possible response: It helps focus my reader’s attention where I want it.

In the last part, you engaged in a process of doing brief research to learn more about a topic. You learned that this is a strategy that good readers use to increase their knowledge of a topic. You also thought about how your new knowledge connects to the themes of injustice and dehumanization. With your new understanding, you will return to the timeline and complete close reading activities now.
Return to the timeline and think about the following questions:

- What events did the author of the timeline include toward the end of WWII? What do these details tell you?
- What is the importance of the events at the end of the timeline?

Now, reread the “Frank Family and World War II Timeline” and answer the questions in your ELA Journal.

**TEACHING NOTES**

**POSSIBLE RESPONSE**

- The Allies invade France a few months before the Franks’ hiding place is discovered.
- The writer included these details to help the reader understand the final tragedy of the Franks’ experience.

Both the play *The Diary of Anne Frank* and the “Frank Family and World War II Timeline” describe aspects of the same topic: the Holocaust. Deepen your understanding of the topic by comparing what you learn from literature with what you learn from factual information and pictures.

Goodrich and Hackett’s play *The Diary of Anne Frank* is a dramatic adaptation of the events described in Anne Frank’s real diary. The play and the timeline use different strategies to combine information about historical events and personal family issues. You will write a comparison-and-contrast essay in which you explain similar and different information you learned from the two texts. Explain how each text might be useful for different reading purposes.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

Authors use writing techniques to make their writing more interesting to their audience. Some of these techniques include figurative language, word choice, text features, and suspense. The playwrights of *The Diary of Anne Frank* use suspense often to remind the audience of the danger that was always present. One example was when the thief broke into the building where the Franks were hiding. To learn
Learning.

Now, read about suspense, watch this video, *How to Make Your Writing Suspensful*, and think about where the author created fictional events in the play to increase suspense.

Please go online to view this video ▶

Now that you have done some thinking about the differences between the play and the timeline, it is time to begin prewriting and planning your essay. To begin, go to the Effective Expression section of your textbook and complete the Planning and Prewriting activities in your ELA Journal. You may recreate the graphic organizer from your text in your ELA Journal to complete it.

### TEACHING NOTES

#### POSSIBLE RESPONSES

As your student completes the chart, he or she will see that the play includes the personal and emotional experiences of a family against a backdrop of the war. The timeline provides the bigger picture of events without much support or elaboration.

1. Responses may vary, but your student should describe which medium helped him or her better understand and relate to the historical details.
2. Responses may vary. Your student may say that the timeline is better at explaining the military motivations related to World War II, but the play is better at explaining the personal motivations related to the hiding and capture of Jews in Amsterdam during the period.

Now that you have started gathering your thoughts, you will outline your essay. An outline is a tool that writers can use to organize their thoughts and prepare to draft their ideas. In the Effective Expression section, go to the Drafting exercises. You will find an example of an outline there. It looks like this:
Create your outline in your ELA Journal now. Be sure to complete an outline for all four paragraphs indicated in your textbook. You should use your chart that you created during Prewriting, and you will most likely need to find additional information in the text as you develop your ideas.

You have completed your prewriting for your comparison-and-contrast essay. In the next part, you will begin drafting your essay. For this essay, you will only write a first draft in which you explain the similar and different information you learned in each text.
In the last part, you completed prewriting activities to begin drafting an essay in this part. You practiced using one effecting prewriting tool: an outline. In this part, you will use your prewriting to draft your essay.

Before you begin, return to the Effective Expression section of your textbook myPerspectives Unit 2: The Holocaust, Whole-Class Learning and complete the Choose Strong Examples and Support Your Conclusion activities using your outline in your ELA Journal.
Now, you are prepared to draft your essay. You will practice writing a flash draft, which means you will write continuously until you finish your essay. You should be able to complete this draft during this part. This is a first draft; do your best with spelling and grammar, but it does not have to be perfect. Many exams in college and in life require you to flash draft, so this is good practice.

Using your prewriting notes and your texts, complete your flash draft in your ELA Journal now.

🧩 TEACHING NOTES

Your student should follow the outline he or she created, including facts from the chart he or she completed in the Planning and Prewriting activities. This exercise is largely about stamina and helping your student learn to pull his or her thoughts together in an on-demand context. Your student will be required to do this on exams such as the SAT, AP exams, and even certification exams later in life.

As your student is writing, encourage him or her to write straight through. He or she should strive to communicate his or her ideas effectively, but not demand perfection in this draft. Your student may need a break during writing to complete the whole essay. It is recommended that your student complete the essay in 45 to 60 minutes and type it into word processing software.

Congratulations on finishing your flash draft! In this part, you worked on increasing your writing stamina and effectively expressing yourself in a shorter time frame. In the next part, you will complete your comparison and contrast of these texts.

✓ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have written a flash draft of a comparison-and-contrast essay in which you demonstrated your understanding of the difference between a historical secondary source and a play. You discovered that authors often make their writing more interesting by using techniques such as suspense. You also have independently done some research to expand your knowledge of the Holocaust. Now, you will use your historical knowledge of the Holocaust to identify dramatic irony in the play.

To begin, you may wish to review the definition of dramatic irony from the More to Explore about The Diary of Anne Frank, Act II, part 4 in myPerspectives Unit 2: The Holocaust, Whole-Class Learning. After you review the More to Explore, review the "Frank Family and World War II Timeline."

Once you have a clear definition of dramatic irony, think about your knowledge of history. What do you know as someone living after the Holocaust that the characters did not know? What events do you know happen that the Frank family would not have known as they were hiding? You may wish to jot a few of these down in your ELA Journal to begin your thinking.
USE FOR MASTERY

Now, write 2 paragraphs in which you answer this prompt:

*Using your knowledge of the Holocaust, describe an example in the play when the playwright employs dramatic irony. Cite details from the text that support your example.*

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USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Correctly identify an instance of dramatic irony?
- Include relevant, quoted evidence that demonstrates dramatic irony?
- Explain why the instance is dramatic irony, including how the point of view of the audience is different than the point of view of the characters?
- Write at least two paragraphs?
In this unit, you have read a play adaptation, *The Diary of Anne Frank*, and compared it to a timeline of historical events. In this lesson, you will read Anne Frank’s actual diary, the source material for the play.

Otto Frank was the only member of the Frank family to survive the concentration camps. He discovered that his daughter Anne’s diary had been salvaged by Miep Gies, a close friend who had been a great help to the family during their time in hiding. He decided to publish Anne’s diary as a way to honor her memory and share her story with the world.

As you complete your first read of the text, think about the following questions:

- What is the text about? Who is involved?
- What are the most important words and sections of the text?

Now, read *Anne Frank: The Diary of a Young Girl* in *myPerspectives* Unit 2: The Holocaust, Small-Group Learning.
VOCABULARY

- forbidden
- restrictions
- sacrifices

TEACHING NOTES

While your student is reading, assess his or her fluency. Ask your student to read two or three paragraphs out loud. Give your student feedback on his or her rate of reading. He or she should be reading quickly enough to make sense of the text, in a speech-like pattern. However, he or she should also read at a rate in which he or she can make sense of what is being said.

These diary entries are not consecutive. The first is when she gets her diary, and the second entry is after the Frank family has gone into hiding. You may wish to remind your student of his or her knowledge of history and the play adaptation of this text. You might ask questions such as:

- What historical events have happened before this first diary entry?
- What has happened between these two diary entries? How do you know?

If your student struggles with the language of the text, which is more complex than the reader might expect from a thirteen-year-old, remind your student that this text had to be translated into English. Remind your student to use the tools such as definitions in the footnotes to help him or her understand any confusing language. Also, encourage your student to reread any sections he or she might not have understood the first time he or she read that section.

Once you have completed your first read, go to the Making Meaning section in your textbook and complete the Comprehension Check in your ELA Journal.

TEACHING NOTES

POSSIBLE RESPONSES

1. The author says she is starting a diary because she has no real friend.
2. The author wants the diary to be her friend, so she gives it a name, Kitty.
3. Her father was 36, and her mother was 25.
4. She describes him as a “very nice man.”
5. Summaries will vary. Your student should include Anne’s reason for writing the diary, the situation faced by Jewish people at the time, the fact that Anne and her family are in hiding, and a description of what Anne thinks about as the situation for Jewish people worsens.
**SUMMARIZE**

Good readers monitor their understanding as they read. One way to monitor your understanding is to summarize sections of text as you read them. Good readers understand that a summary of a fictional text includes the characters’ actions and reactions, setting, and the plot.

Summaries should be written in the reader's own words and are always brief.

Write a summary of a scene of *Anne Frank: The Diary of a Young Girl* in your ELA Journal. What information would you include in your summary?

**TEACHING NOTES**

Help your student summarize only the important elements in the text by asking the following questions:

- Who is the main character? *Anne Frank*
- Where is the story happening? *In a “secret annex” where she and her family are hiding*
- What is the conflict? *Anne's family is Jewish. The family is afraid of being found, arrested, and hurt by the Germans.*

**VOCABULARY**

**WORD-SOLVING STRATEGIES: USING GREEK OR LATIN AFFIXES AND ROOTS**

Let's play a game called Flip A Chip! Reviewing Greek and Latin roots and affixes will help you understand unknown words.

To set up, find two game chips/tokens or coins. On the first chip, print *pro* on the front and *re* on the back. On the second chip, print *duce* on the front and *voke* on the back. You will flip the chips to make four words: *produce, provoke, revoke, and reduce*.

Now use the words you flipped to fill in the blanks in the following paragraph. Use context clues to help you figure out where each word should go.

Ms. Jones was angry. She said, "My students ____ me when they are tardy. They ____ one excuse after another. I want to ____ the number of tardies, so I’ll ____ the privileges of any student who is late."

Read the paragraph aloud after placing each word. How does the context of the sentence call for one word or another? Explain your reasoning to your Learning Guide.

If you need help understanding the procedure, you can [play the game online](#).
Review your summary. Is it objective? If not, go back and make it objective now.

You have learned that building your vocabulary makes you a stronger reader and able to comprehend more complex texts. One way to build your vocabulary is to learn root words. In the Language Development section of your textbook, complete the Word Study activity in your ELA Journal.

POSSIBLE RESPONSES

- district: a limited area
- constrict: to make narrower by tightening
- stricture: a constraint on an activity
- strictly: in a way that demands obedience

VOCABULARY

Root words can be powerful tools to learn new words. For each of the root words below, brainstorm as many words that contain that root word as you can. Then, think about the definitions of the words you brainstormed. How does the meaning of that word reflect the root word? To make a game of it, you might set a timer for 2 minutes for each root word. Complete this in your ELA Journal.
Root words and meanings:

-bene- : good
-graph- : write
-photo- : light
-vid- : see

-bene- : beneficial, benefactor, benefit, benevolent
-graph- : autograph, graphic, demographic
-photo- : photograph, photogenic, photocopy
-vid- : video, video game

In this part, you completed a first read of Anne Frank’s diary. You also built your vocabulary by learning words in a text, as well as studying root words. In the next part, you will begin your close read of the diary entries you read today.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Anne Frank: The Diary of a Young Girl - Part 2

Objectives
- To find the central idea through details in a text
- To analyze the author's style in a diary
- To compare the contribution of structure to two texts' meaning and style

Books & Materials
- MyPerspectives text
- Anne Frank: Diary of a Young Girl by Anne Frank
- The Diary of Anne Frank, Act I, by Frances Goodrich and Albert Hackett
- The Diary of Anne Frank, Act II, by Frances Goodrich and Albert Hackett
- ELA Journal
- Reading Log
- Computer
- Project Diary

Assignments
- Read Anne Frank: Diary of a Young Girl by Anne Frank.
- Complete Vocabulary and Root Word activities.
- Complete Close Reading and Analysis activities.
- Analyze the writing style of Anne Frank.
- Compare the structure of two texts about Anne Frank.

LEARN

GRAMMAR

FUNCTION OF VERBALS: INFINITIVES

Step 1

You have been reading to understand Anne Frank's experiences. An author can use verb forms called verbals to add meaning to a sentence. Verbals function as various parts of speech in a sentence. One of these verbals is the infinitive. You can break down a sentence to understand how infinitives are used.

Read this sentence from The Diary of Anne Frank.

Yes, there is no doubt that paper is patient and as I don't intend to show this cardboard-covered notebook, bearing the proud name of "diary," to anyone, unless I find a real friend, boy or girl, probably nobody cares.

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 look at the way the author uses verb forms as different parts of speech. You can think about how this adds meaning to a sentence.
You have learned about multiple verb forms. Can you find all the sentence chunks with verb forms on them? Challenge yourself to identify each tense or form.

Now that you have identified the verb forms, you'll take a closer look at the infinitive in the sentence. You know that an infinitive is the word to plus the simple form of a verb. Be careful, though. When you see the word to, it doesn’t always mean you’re looking at an infinitive. You need to think about how the word is actually functioning. For example, look at the chunk that says “to anyone.” The word to isn’t followed by a verb. It’s followed by a direct object. This tells you that to is a preposition on this chunk.

However, to show is an infinitive. It’s the word to plus the simple form of the verb show.

An infinitive can appear on its own in a sentence or as part of an infinitive phrase. An infinitive phrase begins with an infinitive and includes objects and modifiers. In this sentence, is to show used on its own or as part of an infinitive phrase? How do you know? Which chunks make up the infinitive phrase?

In a sentence, an infinitive or infinitive phrase can function as a subject, direct object, adjective, or adverb. How does the infinitive phrase function in this sentence?

When you read, you can think about how an author uses verb forms as different parts of speech. Thinking about the function of different parts of speech also helps you understand more about the author’s craft.

Read the sentence again, thinking about how using the infinitive phrase adds meaning to the sentence. How does this infinitive phrase help you understand Anne’s meaning?

Step 4

An infinitive phrase always includes an infinitive. It can include objects and modifiers. You can use infinitive phrases for multiple functions when you write. Infinitive phrases can function as subjects, direct objects, adjectives, and adverbs.

To practice this, take the infinitive phrase out of today’s sentence. Write four sentences, using the infinitive phrase for a different function in each. You can change the indefinite pronoun at the end of the infinitive phrase for clarity.

Tell your Learning Guide the function of the infinitive phrase in each of your sentences.

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:
Yes, there is no doubt that paper is patient and as I don't intend to show this cardboard-covered notebook, bearing the proud name of "diary," to anyone, unless I find a real friend, boy or girl, probably nobody cares.

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 diary won't judge the writer, that Anne isn't going to show the diary to anyone, and that she feels that nobody will care about what is in 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: This is a compound-complex sentence with four clauses. The independent clauses are "there is no doubt that paper is patient" and "probably nobody cares." The two are separated with two dependent clauses joined with the subordinating conjunctions as and unless. The sentence construction signals relationships among the ideas in the sentence. It shows the conditions under which people don’t care.

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? What clauses do you see? What relationships does the construction of the sentence signal?
Step 3

Your student should identify these phrases:

- Yes, there is (present tense)
- is patient (present tense)
- and as I don't intend (present tense)
- to show (infinitive)
- bearing the proud name (participle)
- unless I find (present tense)
- probably nobody cares. (present tense)

**Answer:** It’s part of an infinitive phrase that includes a direct object with modifiers of that direct object (notebook)

These chunks make up the infinitive phrase:

- to show
- this cardboard-covered notebook,
- bearing the proud name
- of “diary,”
- to anyone,

**Answer:** As the direct object of intend

**Answer:** It helps me understand what exactly Anne doesn’t intend to do. She’s very specific. I can also picture the diary.

Step 4

Your student might write sentences like these:

*Infinitive phrase:* to show this cardboard-covered notebook, bearing the proud name of “diary,” to anyone

- To show this cardboard-covered notebook, bearing the proud name of “diary,” to anyone would be a mistake.
- Anne decided to show this cardboard-covered notebook, bearing the proud name of “diary,” to someone.
- Anne got the idea to show this cardboard-covered notebook, bearing the proud name of “diary,” to someone.
- Anne came over to show this cardboard-covered notebook, bearing the proud name of “diary,” to someone.
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 (idea, came). This will help him or her identify the function.

Possible response: It helps me be more specific in my writing.

Extension

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

Have your student read this sentence:

Yes, there is no doubt that paper is patient and as I don’t intend to show this cardboard-covered notebook, bearing the proud name of “diary,” to anyone, unless I find a real friend, boy or girl, probably nobody cares.

Say, “In this sentence, the author uses an infinitive as a direct object of the verb intend. It tells what Anne didn’t intend to do. You can use infinitives for various functions in your writing. You can use an infinitive or infinitive phrase as a subject, direct object, adjective, or adverb. Infinitive phrases are a tool you can use to be more specific in your writing. You can add details to an infinitive phrase by adding modifiers, objects, and prepositional phrases.”

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 walk outside for hours on a rainy afternoon without getting terribly soaked

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 walk outside for hours on a rainy afternoon without getting terribly soaked sounds impossible.
- **Direct object:** I’d like to walk outside for hours on a rainy afternoon without getting terribly soaked.
- **Adjective:** It would be neat to find a way to walk outside for hours on a rainy afternoon without getting terribly soaked.
- **Adverb:** I am ready to walk outside for hours on a rainy afternoon without getting terribly soaked.
Ask, “How can knowing the various functions of infinitives and infinitive phrases help you be a stronger writer?” Possible response: It helps me be a stronger writer because I have a better grasp of the different ways I can use verb forms. I can be more specific in my writing and can build longer and more complex sentences with great details.

In the last part, you completed your first read of Anne Frank’s diary and learned root words are a way to expand your vocabulary. In this part, you are going to use your close reading to understand how Anne’s words reveal the realities of the Holocaust. Complete each of the questions below in your ELA Journal.

- In Paragraph 13, what do Anne’s words to Dussel tell you about their situation? Why might Anne have included this in her diary?
- In Paragraph 14, what do the descriptions of the Jewish families tell you? How do these descriptions help you understand Anne’s thoughts?
- Review both diary entries. You know that Anne died during the Holocaust. Do you think she lives on through her diary? Explain.

### TEACHING NOTES

Paragraph 13: They must be careful not to be seen or heard by anyone who does not already know they are there. The details show the enormous danger that those in hiding faced and the care that they took to protect themselves.

Paragraph 14: The people are suffering even as they leave their homes. The children don’t want to go, and the Germans treat the children and the adults very roughly. Also, the phrase “march of death” shows that Anne Frank knows that many will not survive. The details show that Anne Frank understood what was happening around her. By describing how people looked and sounded, she also helps us understand.

Does Anne live on through her diary? Anne does live on through her diary because she allows the reader to see the tragedy of the Holocaust and understand what life was like at the time. Her diary has also become widely popular and read by millions across the world, meaning her legacy continues to live.
**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 part of *The Diary of Anne Frank*, Act II, you practiced reading using the rules of phrasing. Now you are going to use the rules of phrasing and the rules of expression while you practice rereading a part of *Anne Frank: The Diary of a Young Girl*.

**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 the e-text and listen to a portion of *Anne Frank: The Diary of a Young Girl*. The audio is located right below the title of the text. Listen to how the reader reads with expression using a storytelling voice and reads in 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.

Now you will practice rereading paragraphs 1—2 of *Anne Frank: The Diary of a Young Girl* 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. Also think about your expression and phrasing on the page.

- Did you think about what is happening 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 person reading Anne Frank: The Diary of a Young Girl from 1:00 – 2:41.

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.

Now have your student read paragraphs 1–2 of Anne Frank: The Diary of a Young Girl 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. 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, with expression, or with phrasing, model reading the text with expression and phrasing for your student. Read sentence-by-sentence 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.

Now, you will begin to find the central idea of this text. First, you must read more about what a central idea is and how to find it. In your text, go to the Making Meaning section and read the information in Analyze Craft and Structure.

QUICK CHECK

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

The central idea of a text is the main point the author wants you to understand by reading the text. In informational texts, the author wants you to add to your knowledge. In literary text, the author wants you to understand the theme, or lesson about life based on the events and characters of the story.

Finding the central idea requires readers to think about the key details of a text and think about what the author wants them to understand. If you struggle to find the central idea, a good way to practice is by reading fables. Fables are meant to teach a lesson, and usually the lesson is pretty plain to see.

Watch this video about fables, think about how the key details create the central idea. Then, think about how you can apply this skill to the complex texts you are reading.

Please go online to view this video ▶

Now, complete the Practice activity in the Analyze Craft and Structure section. You can recreate the chart in your ELA Journal to be able to complete all rows.

TEACHING NOTES

<table>
<thead>
<tr>
<th>PARAGRAPH 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
</tr>
<tr>
<td>Central Idea:</td>
</tr>
<tr>
<td>Supporting Detail:</td>
</tr>
<tr>
<td>Supporting Detail:</td>
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<td>Supporting Detail:</td>
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<td>Supporting Detail:</td>
</tr>
<tr>
<td>Supporting Detail:</td>
</tr>
<tr>
<td>Supporting Detail:</td>
</tr>
</tbody>
</table>
ANOTHER WAY

Central Ideas and Supporting Details

If it is challenging to analyze paragraph 5 to complete the chart, you can try a different approach. Read the paragraph and highlight the details that stick out to you. Then, look for connections among the ideas. Identifying what the details have in common will help you identify the topic. Once you know the topic, go back to the details and figure out what Anne is saying about the topic. This will help you figure out the central idea.

 TEACHING NOTES

If your student is struggling to analyze the central idea and supporting details in paragraph 5, have him or her try first highlighting details in the paragraph. Your student can do this by using the cursor to highlight text and then selecting “Highlight” in the pop-up.

Then, have your student consider the details and identify what they all have in common. For example, your student should recognize that the details are all about restrictions or rules that affected Jewish people after 1938. Your student should then think about what Anne is saying about this topic. You can use the chart answer key as a guide for your student’s analysis.

Review your answers. Make sure that your central idea is the broad idea supported by the details in the paragraph. Review the paragraph to see if there were any details you might have missed.

In this part, you closely read the diary entries to understand how Anne Frank’s words have given us a window into the Holocaust. You also used details to find an implied main idea. In the next part, you will analyze Anne Frank’s writing style.
In the last part, you examined details to determine an implied central message of Anne Frank's diary entries. In this part, you will examine her word choice, sentence structure, and informal style to see how these things impact her writing.

To begin, go to the Language Development section of your textbook. Read the information in Author's Style.

- Word choice – Also called *diction*, this refers to the choice of words authors use to create meaning for the reader. Every word is a choice, never an accident.
- Sentence structure – Also called *syntax*, does the author use long, academic sentences? Perhaps the author uses a short, abrupt sentence to draw the reader's attention to that particular sentence.
- Formal/informal style – Formal style is often the style used when writing essays or how you might speak at a job interview. Informal style is how you might text or speak with your friends.

In the Author's Style section, complete the Read It and Write It activities in your ELA Journal. You can recreate the chart in your ELA Journal to complete it.
Before you end your learning for the day, you will create another entry in your diary project. You have read the play The Diary of Anne Frank, and you have now read two entries from Anne Frank: The Diary of a Young Girl. Do both reflect the same ideas about injustice and dehumanization? Where do these texts provide conflicting information about the Holocaust? Where do the texts sharpen your ideas of this topic? Write your journal entry now.

Your student should identify similar ideas about how the Nazis were intolerant of the Jewish people and how they were dehumanized by being forced to live in the attic. There are a number of instances in which the diary offers conflicting information from the play. Accept reasonable answers.

Please go online to view and submit this assessment.
You have analyzed two diary entries written by Anne Frank in this lesson. In the last part, you also began to think about how these entries compare to the play you read in past lessons. Now, you will write 2 to 3 paragraphs in which you think about how the structure of these texts contributes to the meaning and style.

You learned in the last part that style includes diction, syntax, and the formality of language. You learned while reading the play that the action unfolds through dialogue. Now, think about each of the following elements of structure and take any notes that you might need in your ELA Journal:

- How does Anne's style help you understand the horrors of the Holocaust? How do the playwrights' style help you understand?
- Is hearing about the Holocaust from Anne's point of view more effective, or do the characters' dialogue have a greater impact on the audience?
- Finally, how does the structure of a play (acts, scenes, stage directions) and the structure of diary entries affect you as a reader?

Use these two texts to answer the prompt below:

- The Diary of Anne Frank in myPerspectives Unit 2: The Holocaust, Whole-Class Learning
- Anne Frank: The Diary of a Young Girl, in myPerspectives Unit 2: The Holocaust, Small-Group Learning
Once you have thought about these questions, write 2 to 3 paragraphs in which you answer this question:

How do the differing structures of the texts, *The Diary of Anne Frank* in *myPerspectives* Unit 2: The Holocaust, Whole-Class Learning and *Anne Frank: The Diary of a Young Girl*, in *myPerspectives* Unit 2: The Holocaust, Small-Group Learning contribute to the meaning and style? Use details from each text to support your answer.

**USE FOR MASTERY GUIDELINES & RUBRIC**

Did you:

- Present a clear, reasonable claim that names the structure discussed?
- Offer valid, logical reasons as to how the structure impacted meaning?
- Include relevant evidence that connects to the reasons and claim?
- Explain how the structure impacts the meaning?
- Explain how the structure impacts the style?
Night - Part 1

**LEARN ABOUT...**

Elie Wiesel

You are going to be reading a memoir, Night. It was written by a Holocaust survivor, Elie Wiesel, who died in 2016. Before you do so, let's get some background knowledge!

Read this article, “Elie Wiesel Biography,” to help you learn more about his life and incredible story of survival. After you read this article, you should know more about Elie Wiesel.

After you read, answer these questions about Elie Wiesel:

1. Where was Elie Wiesel born?
2. What country did Wiesel go to after being liberated after the Holocaust?

**TEACHING NOTES**

Your student is reading a background article about Elie Wiesel, an author and Holocaust survivor. This will prepare your student for a later portion of the lesson, in which he or she will read his memoir. After reading this article, your student should know more about Elie Wiesel.

**ANSWERS:**

1. Where was Elie Wiesel born? Romania
2. What country did Wiesel go to after being liberated after the Holocaust? France
You have read a number of texts about Anne Frank’s experiences in the Holocaust. Now, you will read another important piece of Holocaust literature, Night by Elie Wiesel.

Elie Wiesel (el’ ē wi zel’) was born in 1928 in Sighet, Romania, the son of a shopkeeper. He was raised in the town’s devout Hasidic Jewish community. During World War II (1939–1945), when the Nazis overran Romania and made Sighet part of Hungary, Wiesel and the rest of Sighet’s Jews were shipped to concentration camps in Poland. There, he lost both parents and his younger sister. After the war, Wiesel joined other Jewish orphans in France, found work as a journalist, and eventually immigrated to the United States. In 1958, wanting to bear witness to the horrors that Jews had experienced in the war, Wiesel published his autobiographical Night. Since then, he has been an ardent spokesperson against persecution the world over. In 1986, his efforts earned him the Nobel Peace Prize.

As you read Night, you will think about how Wiesel’s experiences are similar and different from Anne Frank’s, and where his experiences agree with what you know about the historical events of the Holocaust, and where they might be different. To do this, make a Three-Column Chart in your ELA Journal that has the following headings:

<table>
<thead>
<tr>
<th>Wiesel’s Experiences in Night</th>
<th>Anne Frank’s Experiences</th>
<th>Historical Events</th>
</tr>
</thead>
</table>

As you read, think about events that happen in the text and how they compare and contrast to what you have read. You may pause at any time to create an entry on your chart.

During your reading, you might encounter terms or concepts that interest you or seem unfamiliar. As you have learned in this unit, these are good times to stop and do some brief searches online or research to increase your knowledge of the subject. Allow yourself time to do this as well.

During this lesson, you will have questions that will help you guide your reading each day. Record the answers to these questions in your ELA Journal, but not in your chart. In this part, you will read chapter 1 of Night. You will think about three things, including characterization:

Characterization is the way or ways in which an author reveals information about a character. In direct characterization, the author makes direct statements about a character’s appearance, personality, and actions. In indirect characterization, a writer suggests information about a character through what the character says and does, what other characters say about him or her, or how other characters behave toward him or her. Notice how young Elie and the other characters are characterized.
As you read Chapter 1, think about answers to the following questions:

- Based on his characterization, what is Elie’s father like?
- Why do you think Sighet’s Jews fail to heed the warnings of Moshe the Beadle?
- What early actions on the part of the Germans suggest greater danger to come?

Now, read Chapter 1 of *Night*.

**VOCABULARY**
- deportees
- billeted
- firmament
- premonition
- infernal
- pillage
- pestilential
- paternal
- lucidity
- blandishments
- benediction
- tempest
- countenance
- crucible
- mountebanks
- privations
- contagion
- spasmodically
- liquidated
- innumerable

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**TEACHING NOTES**

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS**

- Based on his characterization, what is Elie’s father like? *He is cultured, unsentimental, successful, respected, pious, old-fashioned, and stubborn, with strong ties to his family and heritage.*

- Why do you think Sighet’s Jews fail to heed the warnings of Moshe the Beadle? *Moshe the Beadle is poor, foreign, and a bit odd, so people don’t take him seriously. The Jews also do not want to believe the worst.*

- What early actions on the part of the Germans suggest greater danger to come? *Actions include shipping foreigners away, closing the synagogues, herding the Jews into two ghetto areas, and forcing them to wear yellow stars of David.*
In this part, you read Chapter 1 of *Night* and thought about characterization. You also thought about how Anne Frank and Wiesel present similar and conflicting information about the Holocaust. In the next part, you will read chapter 2 and continue your analysis.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN ABOUT...
EVENTS IN THE WORLD AND IN THE LIFE OF ELIE WIESEL

You are going to be reading Elie Wiesel's memoir, Night. Before you do so, let's get some background knowledge!

Read this article, called “Elie Wiesel Timeline and World Events: 1928–1951,” to help you learn more about how his life. You will learn how the events of World War II and the Holocaust coincided. The article contains a timeline that should help you better understand the progression of events in the Holocaust and in Elie Wiesel's life. After you read this article, you should know more about Elie Wiesel's life and the Holocaust.

After you read, answer these questions about Elie Wiesel and the Holocaust:

1. In what year was the first Jewish ghetto established?
2. In what year did Germany occupy Hungary?

TEACHING NOTES

Your student is reading a background article about events in Elie Wiesel's life and the Holocaust. This will prepare your student for a later portion of the lesson, in which he or she will read Elie Wiesel's memoir about his experiences during the Holocaust. The timeline in the article may help your student to understand the progression of events. After reading this article, your student should know more about the Holocaust and Elie Wiesel.

Answers:

1. In what year was the first Jewish ghetto established? 1939
2. In what year did Germany occupy Hungary? 1944
You have begun to read *Night*, a memoir by Elie Wiesel. You studied Wiesel's characterization of his father. You are also thinking about how Wiesel's experiences compare and contrast to those of Anne Frank.

In this part, you will continue your reading with guiding questions and specifically think about foreshadowing.

*Foreshadowing* is the use of clues to suggest events that have not happened yet. Notice how Wiesel, writing as an adult about his youth, foreshadows events. You started thinking about foreshadowing in your guiding questions for chapter 1. The Nazis closing the synagogues is an example of foreshadowing, as is the disappearance of Moishe the Beadle. You can watch this video, *Foreshadowing in Literature* (6:05), for more examples of foreshadowing.

Please go online to view this video ▶

As you read today, think about the following questions:

- What does the opening of the chapter show about the Jews’ understanding of their future destination?
- Identify two examples of *foreshadowing* in the chapter. At what future developments do you think they hint?
- Why do the other passengers hit Madame Schächter and tie her up?

Now, read Chapter 2 of *Night*.

### TEACHING NOTES

#### POSSIBLE RESPONSES FOR GUIDING QUESTIONS

- What does the opening of the chapter show about the Jews’ understanding of their future destination? *Most have no idea of the horrors that await them.*
- Identify two examples of *foreshadowing* in the chapter. At what future developments do you think they hint? *Madam Schächter's dream visions hint at the fiery devastation that the Jews on the train will face. The line “Our eyes were opened, but too late” hints at the dangers. Most readers know the station name Auschwitz, which will be a place of genocide.*
- Why do the other passengers hit Madame Schächter and tie her up? *Her hysterical screams add to the terror and tension of the situation. Her loud rantings might bring the guards, who will punish everyone.*

Your student may add to his or her chart the following similarities and differences:

- The Jews on the train seemed to be largely unaware of their fate. In the text, Wiesel states, “Auschwitz. Nobody had ever heard that name.” This is different from the Franks, who were well aware of the deeds of the Nazis and the present danger.
There are some similarities and differences to how the Jews treat each other on the train to Anne's experience in the attic. The adults would at times be hard on her, but the people in the attic managed to work together in a better fashion than the Jews on the train.

INTERACTIVE ACTIVITY

In this chapter, Elie and his family are forced into the concentration camp at Auschwitz, where they arrive in 1944. Visit the United States Holocaust Memorial Museum to see a timeline of WWII events and Elie's experiences. This is similar to the timeline you read with Anne Frank. Notice the links within the text of the timeline. You can use these links to learn more about the time periods and events, as well as Elie Wiesel's life. You can use this information to continue filling out your chart.

This website is a resource to which you can return as you read. It will help familiarize you with various locations and historical facts connected to the text.

Before completing your class for the day, create an entry in your project journal. Respond to this question with evidence from the text, adding your own analysis to the evidence:

How does the scene on the train develop the themes of intolerance and dehumanization?

TEACHING NOTES

POSSIBLE RESPONSES

- The intolerance of Hitler and the Nazis created the entire situation. In this scene, the Jews have also become intolerant of Madame Schächter and her behavior on the train.
- The intensity of the dehumanization of the Jews has increased. They are being denied the basic necessities of life, including food and water. They are unable to sit or sleep.

In this part, you identified foreshadowing in chapter 2. You also thought about how the scene on the train develops the themes in the text. In the next part, you will continue your reading and explore figurative language.
POSSIBLE RESPONSES

The intolerance of Hitler and the Nazis created the entire situation. In this scene, the Jews have also become intolerant of Madame Schächter and her behavior on the train.

The intensity of the dehumanization of the Jews has increased. They are being denied the basic necessities of life, including food and water. They are unable to sit or sleep.

In this part, you identified foreshadowing in chapter 2. You also thought about how the scene on the train develops the themes in the text. In the next part, you will continue your reading and explore figurative language.

Please go online to view and submit this assessment.
You have read the first two chapters of Wiesel's memoir Night. You have explored characterization and foreshadowing. You are also tracking where Wiesel's experiences are similar to and different from the experiences of Anne Frank. Now, as you read Chapter 3, you will think about figurative language.

**Figurative language** is language not meant to be taken literally. That is, the author has selected language that has a deeper meaning than the dictionary definition of the words. You may have heard the phrase, “It’s raining cats and dogs.” This is not literal language; cats and dogs are not falling from the sky. This phrase is a figurative phrase that means that it is raining heavily. Wiesel often uses figurative language to help the reader understand his experiences. For example, Wiesel describes life in a concentration camp as a dark and horrible night. Look for other examples of figurative language as you read today.

As you read today, answer the following questions:

- What examples of **figurative language** describe what happens to Wiesel's life and faith on his first night at the camps? List several phrases as examples.
- Why do you think the camp policy was to tattoo numbers on prisoners instead of using their names?
- Explain what is ironic or contradictory about the sign over the gate at Auschwitz. How do you think the prisoners felt when they saw that sign each day?

Now, read Chapter 3 of Night.
You have read the first two chapters of Wiesel’s memoir *Night*. You have explored characterization and foreshadowing. You are also tracking where Wiesel’s experiences are similar to and different from the experiences of Anne Frank. Now, as you read Chapter 3, you will think about figurative language. Figurative language is language not meant to be taken literally. That is, the author has selected language that has a deeper meaning than the dictionary definition of the words. You may have heard the phrase, “It’s raining cats and dogs.” This is not literal language; cats and dogs are not falling from the sky. This phrase is a figurative phrase that means that it is raining heavily. Wiesel often uses figurative language to help the reader understand his experiences. For example, Wiesel describes life in a concentration camp as a dark and horrible night. Look for other examples of figurative language as you read today.

As you read today, answer the following questions:

What examples of *figurative language* describe what happens to Wiesel’s life and faith on his first night at the camps? List several phrases as examples.

Why do you think the camp policy was to tattoo numbers on prisoners instead of using their names? *It is efficient and impersonal. It is another way of treating the prisoners as if they are not human beings.*

Explain what is ironic or contradictory about the sign over the gate at Auschwitz. How do you think the prisoners felt when they saw that sign each day? *Your student should recognize that while there is plenty of work, there is no liberty, and that the threat of death hangs over the inmates.*

Your student may add to his or her chart the following similarities and differences:

- The people in the attic were not sent to a concentration camp during the events included in the diary, therefore the experiences are different.
- Wiesel’s description of selection and their arrival at camp are consistent with the historical events your student has read about.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

Authors employ figurative language to give deeper, richer meaning to their words. It is possible that authors could communicate events with only literal language; however, that would not give the reader the insight that can be achieved through figurative language. Figurative language has an impact on the text. Watch this video to learn about metaphors, a type of figurative language that compares two things. As you watch, think about how metaphors give writing deeper meaning.

Please go online to view this video ✷
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

You have practiced reading accurately, reading with phrasing, and reading with expression so far in this unit. Now you are going to put everything together that you have learned about fluency to reread Night at the correct pace.

Listen to the first minute of the following video to hear a person reading Chapter 3 of Night aloud.

Please go online to view this video

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 3 of Night for one minute. After reading it once, your Learning Guide is going to time you reading the text two more times. Your goal is to be able to read more smoothly and at the correct pace each time you read. However, you do not want to read so fast that your accuracy, expression, and phrasing suffer. 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 first minute of this video to hear a person reading Chapter 3 of Night aloud. 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.

Now have your student reread Chapter 3 of Night 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 this part, you explored figurative language in Chapter 3 of Night. You also learned more about the happenings in the concentration camp. You have encountered more evidence about how the Jews were dehumanized by the Nazis. Go back to your project diary entry from the last class. Before you conclude your class, add this evidence to how the Jews were being dehumanized.

POSSIBLE RESPONSES

- The act of selection dehumanized the Jews and sent many to their deaths.
- Forcing the Jews to give up any possessions and changing their appearance
- Jews being physically harmed and denied their needs, such as when Elie’s father asked to use the toilet and was hit
- Jews were not given the courtesy of being called by their name; they were referred to as numbers by the Nazis.
### Night - Part 4

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| - To read and analyze Elie Wiesel's *Night*  
- To write an opinion essay on thematic development in *Night*  
| - MyPerspectives text  
- ELA Journal  
- Reading Log  
- Computer  
- Project Diary  
- Night by Elie Wiesel  
- Night Three-Column Chart  
- Index cards or sentence strips  
- Highlighter  |
| - Read Night by Elie Wiesel.  
- Complete the interactive activity United States Holocaust Memorial Museum.  
- Complete the interactive activity Allusions.  
- Complete Project Diary entries.  
- Complete reading guiding questions.  
- Compose a thematic essay.  |

### LEARN

#### GRAMMAR

**USING PUNCTUATION TO INDICATE A PAUSE OR BREAK**

**Step 1**

You have been reading to understand characterization and themes in a memoir. You can break down a sentence to think about how an author uses punctuation for effect. This can help you understand tone and meaning when you read.

Read this sentence from *Night*.

“It's a shame...a shame that you couldn't have gone with your mother...I saw several boys of your age going with their mothers...”

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 there are rules for punctuating sentence. An author ends a sentence with a period. A question ends with a question mark. You know the ways you can use commas to separate various elements in sentences.

An author can also use punctuation for effect. An author can use punctuation to indicate a pause or break.
Your Learning Guide has divided this sentence into chunks. Which chunks have punctuation that creates a pause? What punctuation does the author use on those chunks?

When an author wants to indicate a pause or break, he or she has choices. For example, an author can use a comma, ellipsis, or dash to indicate a break.

Put the sentence strips with dashes over the ellipses in the sentence. How does this change the feeling of the sentence? Why do you think the author decided to use ellipses to indicate pauses in this sentence?

**Step 4**

You have thought about why the author chose ellipses to indicate pauses in the sentence. You can also think about where the author put the breaks and why. Try rewriting the sentence with different punctuation. Try putting the ellipses in different places in the sentence. You can also add commas and periods to make your new versions work. How does this change the way you read the sentence? How does it affect the tone, meaning, or characterization?

How can you use punctuation for effect 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:

- “It’s a shame…
- a shame
- that you couldn’t
- have gone
- with your mother…
- I saw
- several boys
- of your age
- going with
- their mothers…”

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 his father wishes Elie could have gone with his 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 prepositional phrase “with your mother” adds meaning to the sentence because it helps me understand specifically where Elie’s father wishes his son could have gone. Repeating the phrase makes it feel more important, like he’s making a strong wish.

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 the effect of the prepositional phrase in this sentence? What about the repetition of the phrase?

**Step 3**

Your student should identify these chunks:

- “It’s a shame…
- with your mother…
- their mothers…”

Answer: ellipses

Create sentence strips with dashes on them (—).

Possible response: It makes the pauses seem more forceful. The ellipses make the sentence sound slower. It makes it feel like Elie’s father is tired. I think this fits the tone of what is happening in the chapter.

**Step 4**

Have your student cut the ellipses off the sentence strips and try positioning them in different places in the sentence.

Your student might rewrite the sentence like this:

- “It’s a shame, a shame that you couldn’t have…gone with your mother. I saw several boys… of your age…going with their mothers.”
- “It’s…a shame, a shame that you couldn’t have gone…with your mother…I saw several boys of your age going with their mothers.”
Possible response: Putting the ellipses in different places draws attention to different words. In the second version, it makes it feel like his father is searching for the right word (a shame) to describe what happened. Putting the ellipses in different places makes it seem like he's a person who chooses his words carefully.

Possible response: I can use it to show characterization or to draw attention to specific words. I can show pauses or breaks in a train of thought.

Extension

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

Have your student read this sentence:

“It’s a shame...a shame that you couldn’t have gone with your mother...I saw several boys of your age going with their mothers…”

Then say, “In this sentence, the author uses ellipses to indicate pauses. Punctuation is an important tool in writing. When you write, you can use commas, dashes, and ellipses to indicate pauses or breaks. The choices you make can contribute to tone or characterization or draw a reader’s attention to particular ideas in a sentence.”

Have your student write a line or two of imagined dialogue between Elie and his father. Have your student choose at least two types of punctuation to indicate pauses or breaks. Then discuss the effect of each choice.

Your student might write sentences like these:

“Father...I don’t think I can live like this. I—I think it might be better to run into the electric fence.”

“Eliezer, I wish I could keep you safe. I don’t know...I wish I knew...how to.”

Your student might then say that the ellipses feel like the sentence is slowing down and the dash makes the break feel faster and more emotional.

Ask, “How can punctuation be used for effect?” Possible response: I can use it to indicate breaks or pauses and slow down the reader or highlight important words.

You have studied characterization, foreshadowing, and figurative language in Night. You have learned that all of these techniques are ways that Wiesel adds depth and meaning to his memoir. You have also done some thinking about how Wiesel is developing the themes of dehumanization and intolerance throughout the book.
As you read in this part, you will be thinking about irony in the text. You have learned about dramatic irony and other types of irony while reading the play adaptation of *The Diary of Anne Frank*. Remember that situational irony results from a contrast between what is expected or seems true and what actually turns out to be true. Notice the irony in many aspects of concentration camp life.

As you read today, answer these questions:

- Explain the **irony** behind the incident involving Elie's shoes. What is ironic about the behavior of the Jewish dentist?
  - He refuses to give them up in exchange for a favor and finally gives them up for nothing. Elie expects the dentist to be good to fellow Jews; instead, the dentist steals from them to add to his own comfort.
- What is ironic about the prisoners’ attitude toward the Allied bombing of Buna?
  - One would expect them to be frightened because they could be killed, but instead they cheer because it punishes the Germans and may lead to liberation.
- Why do you think Elie was more disturbed by the hanging of the pipel than by the other hangings he witnessed?
  - The youth's death is long and tortured, and Elie may identify with someone close to his own age.

Now, read Chapter 4 of *Night*.

### TEACHING NOTES

#### POSSIBLE RESPONSES FOR GUIDING QUESTIONS

- **Explain the irony** behind the incident involving Elie's shoes. What is ironic about the behavior of the Jewish dentist? *He refuses to give them up in exchange for a favor and finally gives them up for nothing.* Elie expects the dentist to be good to fellow Jews; instead, the dentist steals from them to add to his own comfort.

- What is ironic about the prisoners’ attitude toward the Allied bombing of Buna? *One would expect them to be frightened because they could be killed, but instead they cheer because it punishes the Germans and may lead to liberation.*

- Why do you think Elie was more disturbed by the hanging of the pipel than by the other hangings he witnessed? *The youth's death is long and tortured, and Elie may identify with someone close to his own age.*

Your student may add to his or her chart the following similarities and differences:

- In Anne Frank's story, the people in the attic are frequently aware of the bombers fighting the Nazis; however, in the play, they are largely ignored. Anne's father does mention in Scene 5 of Act II that the Allies and their armies were a source of hope. Elie and the people at the concentration camp are very aware of the bombers as they come to Buna, and they serve as a symbol of possible liberation.

- At the end of the play, the Nazis come for the people in the attic. However, the characterization of the Nazis is nowhere near as cruel or horrifying as in Wiesel's text. Anne's dialogue is incredibly understated when they are forced out by the Nazis, "And so it seems our stay here is over . . . . They've allowed us five minutes to get our things."
As you read today, answer these questions:

Explain the irony behind the incident involving Elie’s shoes. What is ironic about the behavior of the Jewish dentist?

What is ironic about the prisoners’ attitude toward the Allied bombing of Buna?

Why do you think Elie was more disturbed by the hanging of the pipeline than by the other hangings he witnessed?

Now, read Chapter 4 of Night.

POSSIBLE RESPONSES FOR GUIDING QUESTIONS

Explain the irony behind the incident involving Elie’s shoes. What is ironic about the behavior of the Jewish dentist?

He refuses to give them up in exchange for a favor and finally gives them up for nothing. Elie expects the dentist to be good to fellow Jews; instead, the dentist steals from them to add to his own comfort.

What is ironic about the prisoners’ attitude toward the Allied bombing of Buna?

One would expect them to be frightened because they could be killed, but instead they cheer because it punishes the Germans and may lead to liberation.

Why do you think Elie was more disturbed by the hanging of the pipeline than by the other hangings he witnessed?

The youth’s death is long and tortured, and Elie may identify with someone close to his own age.

In this part, you examined the irony Wiesel used regarding the concentration camps. Wiesel used irony to give you a deeper understanding of these experiences. Before you conclude your learning, write a one-paragraph summary in your ELA Journal.
In this part, you examined the irony Wiesel used regarding the concentration camps. Wiesel used irony to give you a deeper understanding of these experiences. Before you conclude your learning, write a one-paragraph summary in your ELA Journal.

Your student’s summary should recognize the dehumanization as well as the details of camp life and death.

Please go online to view and submit this assessment.
You have learned about literary techniques that Wiesel used to create a story about his experience in concentration camps in World War II. You have traced the themes of intolerance and dehumanization and learned how Wiesel has developed these themes through characterization, figurative language, and irony.

In this part, you will learn about allusions in the text. An allusion is a reference within a work to something outside of that work, such as a well-known person, place, event, or other work. Authors often reference other writings, stories, or characters in their own writing the meaning associated with the allusion. Allusions to the Bible are frequent in literature. These are called biblical allusions.

Let’s examine a biblical allusion. Many people know the Bible story of Adam and Eve, who, in the Bible, were the first created humans and lived in the Garden of Eden. Eden was perfect, but Adam and Even were driven out of Eden because a serpent tricked them into eating from a forbidden tree. Think about all the meaning an author might gain from referencing the story of Adam and Eve. The author might be adding levels of meaning by:

- Referencing that someone or something is the first of its kind.
- Hinting that a place or situation is “Eden” or perfect.
- Suggesting that someone fell from his or her place of honor because of something he or she did.
- Referencing the serpent as a character that misleads others, causing their downfall

To fully understand allusions, readers might need to do some brief online searches or research to understand the allusion. If you didn't know the story of Adam and Eve, and an author referred to a male character as “Adam,” you might not understand the author’s full meaning.

**INTERACTIVE ACTIVITY**

This website contains 50 examples of allusions that might be used in writing or speech. In your ELA Journal, select three allusions from this page. Write the allusion in your ELA Journal. Then, write the meaning of the allusion in your own words. If you are unfamiliar with the allusion, which is written in **bold**, do some brief research online.

Take this example:

Look, I’m no **Mother Teresa**. I’ve made my mistakes, but I’m trying.

Mother Teresa was a well-known humanitarian who was known for her charity. In this example, the speaker is acknowledging that he or she is not necessarily a model of a kind, caring person, but that he or she is working to be better.

Now, choose three allusions and determine their meaning in your ELA Journal.

Now that you have practiced determining some allusions, you are going to look for them in *Night*. Remember, you might find an allusion that you do not fully understand. If you do, quickly research the allusion so you grasp Wiesel's meaning.

As you read chapter 5, answer the following questions:

- Identify three biblical **allusions** in the beginning of the chapter. How does Elie contrast God’s acts in these biblical references with the events taking place in the concentration camp?
- Why does Chlomo give Elie his knife and spoon? Why does Elie call them “the inheritance”? How do you think Elie feels when he gives them back to his father?
- What does the other hospital patient mean when he says that he has more faith in Hitler than in anyone else?

Now, read Chapter 5 of *Night*. 

Possible responses for guiding questions:

- Identify three biblical **allusions** in the beginning of the chapter. How does Elie contrast God's acts in these biblical references with the events taking place in the concentration camp? *Allusions are made to Adam and Eve* ("When Adam and Eve deceived You, You chased them from paradise."), *Noah's flood* ("When You were displeased by Noah's generation, You brought down the Flood."), and *Sodom* ("When Sodom lost Your favor, You caused the heavens to rain down fire and damnation."). The allusions stress God's just intervention and punishment for wrongdoing, and Elie tries in vain to find some similar justice or reason in what is happening at the camps.

- Why does Chlomo give Elie his knife and spoon? Why does Elie call them “the inheritance”? How do you think Elie feels when he gives them back to his father? *He thinks he has been selected to die and wants his son to have them. They are the only thing of value his father can bequeath to him. He feels very relieved and joyful that his father was not selected to perish.*

- What does the other hospital patient mean when he says that he has more faith in Hitler than in anyone else? *Hitler has thus far kept his terrible promises to destroy the Jews; in contrast, it seems that neither God nor anyone else has kept any promise to save them.*

Your student may add to his or her chart the following similarities and differences:

- Faith plays an important part in both Frank and Wiesel's stories. However, while the Frank family kept tradition and celebrated Hanukkah, Wiesel has lost faith to the point of refusing tradition and eating on what is normally a day of fasting.

**TEACHING NOTES**

Before you complete your class, create an entry in your project diary. Write a response to the following question:

*What effect has being in the camp had on Elie's faith? How has it changed so far? How do you respond to the change in his faith?*

**TEACHING NOTES**

Your student should recognize that Elie has lost his faith but remains a loyal son. Elie questions the belief of the other prisoners, "Blessed be God's name? Why, but why would I bless Him?“ He even positions himself in a position of power over God, “I was the accuser, God the accused.” Wiesel refuses to fast for Yom Kippur, “Should we fast? The question was hotly debated . . . . I did not fast,” indicating that the traditions of the faith no longer interest him.

Your student may or may not agree with the change in Elie's faith. He or she might indicate that the purpose of faith is to give hope in the darkest times, so Elie should keep his faith to give him
strength through this time. Your student might agree with the loss of faith, saying this is a natural human reaction to the dehumanization Elie has faced and that no one could keep faith through such times.

In this lesson, you learned about allusions and found how they added meaning to the text. You thought about the changes in Elie’s faith. In the next part, you will continue your reading and exploring Wiesel’s craft in Night.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have learned about how Wiesel creates depth of meaning in *Night*, which includes adding biblical allusions to show the reader how his faith is changing. In this part, as you read, think about the setting. Remember that the setting is both when and where the story takes place. A setting may be a source of conflict in a story.

While you read today, answer the following questions in your ELA Journal:

- What details help bring to life the setting through which the prisoners travel?
- How do Elie and his father keep each other alive on the forced march across the snow?
- How does Elie's behavior toward his father contrast with that of Rabbi Eliahou's son?
- How would you describe the atmosphere of the setting in which Juliek plays his violin? Why do you think Juliek takes care to hold onto his violin all the way to Gleiwitz?

Now, read Chapter 6 of *Night*. 

### TEACHING NOTES

**Possible Responses for Guiding Questions:**

- What details help bring to life the setting through which the prisoners travel? *Your student may mention the details about the snow and cold and the details about the dead and dying.*
• How do Elie and his father keep each other alive on the forced march across the snow? *When Elie is tempted to give in to death, he remembers that he needs to stay alive for his father. The two wake each other up to save each other from dying.*

• How does Elie's behavior toward his father contrast with that of Rabbi Eliahou's son? *The rabbi's son seems to abandon his father because he fears that the burden of supporting his weakening father will destroy them both.*

• How would you describe the atmosphere of the setting in which Juliek plays his violin? Why do you think Juliek takes care to hold onto his violin all the way to Gleiwitz? *The atmosphere is suffocating, bleak, gruesome, and dark. He loves music, and it has helped him survive, for it is his one bit of hope and beauty.*

Your student may add to his or her chart the following similarities and differences:

• When Anne Frank is found by the Nazis in the play, they shout from outside to hurry up and leave with their belongings. The treatment of their exodus is tame and civil compared to the horrors of the death march that Wiesel depicts in his novel. Although Anne's story never takes the audience to the movement to the concentration camp, the pitch of Wiesel's scene is clearly much more horrifying than what is represented in *Anne Frank.*

After reading the chapter, create an entry in your diary in which you answer this question:

How are the Jews dehumanized during the death march?

Think about the comparisons Wiesel makes between characters and the changes that you have witnessed in Elie and his father.

**TEACHING NOTES**

**Possible responses:**

• The Jews are placed in impossible conditions, being yelled at and killed if they cannot keep up.

• Wiesel describes Zalman as being trampled by those marching, creating an image as if they are animals to be herded.

• Rabbi Eliahou's son abandons his father because he now sees his father as a burden.

• The Nazis force the Jews to stay in Gleiwitz for three days without food or water.

• There is another selection as they leave Gleiwitz.
How do Elie and his father keep each other alive on the forced march across the snow?

When Elie is tempted to give in to death, he remembers that he needs to stay alive for his father. The two wake each other up to save each other from dying.

How does Elie's behavior toward his father contrast with that of Rabbi Eliahou's son?

The rabbi's son seems to abandon his father because he fears that the burden of supporting his weakening father will destroy them both.

How would you describe the atmosphere of the setting in which Juliek plays his violin? Why do you think Juliek takes care to hold onto his violin all the way to Gleiwitz?

The atmosphere is suffocating, bleak, gruesome, and dark. He loves music, and it has helped him survive, for it is his one bit of hope and beauty.

Your student may add to his or her chart the following similarities and differences:

When Anne Frank is found by the Nazis in the play, they shout from outside to hurry up and leave with their belongings. The treatment of their exodus is tame and civil compared to the horrors of the death march that Wiesel depicts in his novel. Although Anne's story never takes the audience to the movement to the concentration camp, the pitch of Wiesel's scene is clearly much more horrifying than what is represented in Anne Frank.

After reading the chapter, create an entry in your diary in which you answer this question:

How are the Jews dehumanized during the death march?

Think about the comparisons Wiesel makes between characters and the changes that you have witnessed in Elie and his father.

Possible responses:

- The Jews are placed in impossible conditions, being yelled at and killed if they cannot keep up.
- Wiesel describes Zalman as being trampled by those marching, creating an image as if they are animals to be herded.
- Rabbi Eliahou's son abandons his father because he now sees his father as a burden.
- The Nazis force the Jews to stay in Gleiwitz for three days without food or water.
- There is another selection as they leave Gleiwitz.

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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

Discuss why pacing is important to reading fluency. Reading too fast or slow makes it harder to understand what one is reading.
Listen to the first minute of the video to hear a person reading Chapter 6 of Night aloud. 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 6 of Night 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 this part, you noticed how the setting affects the conflict and the mood of the story. You also continued to think about how Wiesel develops the theme of dehumanization in Night. You are nearing the conclusion of the book, after which you will read Wiesel’s Nobel Peace Prize acceptance speech. As you reach the end of the book, think about why this work might have won the Nobel Peace Prize as a warning against intolerance.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In this lesson, you have thought deeply about *Night*. You have examined characterization, foreshadowing, irony, figurative language, and allusions. You have compared how Wiesel presents events with how they were presented in Anne Frank's story. In this part, you will finish reading the text while thinking about internal and external conflicts.

An external conflict is a struggle between a main character and an outside force, such as another character, society in general, or an aspect of nature. An internal conflict is a mental struggle within a character. Consider the conflicts that young Elie faces at the conclusion of the memoir.

While you read today, answer the following questions:

- What does the death of Meir and his father reveal about human nature?
- What internal conflict deeply troubles Elie after his father grows ill? Why do you think Elie fails to go to his father when Chlomo Wiesel calls his son at the end?
- What is the resolution, or outcome, of the external conflict with Nazi society that Elie and his father face?
- Why do you think Elie will always remember the face he sees in the mirror?

Now, read Chapters 7–9 of *Night*.

### TEACHING NOTES

**POSSIBLE RESPONSES FOR GUIDING QUESTIONS**

- What does the death of Meir and his father reveal about human nature? *When treated with such brutality, many people will lose their humanity in the struggle to survive.*
• What **internal conflict** deeply troubles Elie after his father grows ill? Why do you think Elie fails to go to his father when Chlomo Wiesel calls his son at the end? *He is torn between the will to survive and the love he feels for his father; he feels guilty for leaving his father temporarily and for thinking of his father as a burden.*

• What is the resolution, or outcome, of the **external conflict** with Nazi society that Elie and his father face? *Elie survives, but his father dies.*

• Why do you think Elie will always remember the face he sees in the mirror? *It reflects the horror of his experiences, which will always haunt him.*

Your student may add to his or her chart the following similarities and differences:

• Both *The Diary of Anne Frank* and *Night* indicate both external and internal conflicts.

• External conflicts include the war and the constant danger of Nazi presence for the characters. Additional external conflicts might be the need for food and necessities that are difficult to acquire in the characters’ situation.

• Internal conflicts include the relationships with family and faith and the struggle to maintain normalcy in such extreme circumstances.

At the end of the memoir, Wiesel reflects on himself and how he has changed throughout the events he has endured. These changes are a result of the dehumanization he suffered. This dehumanization was born from intolerance.

Write one final diary entry in which you reflect on your reading in this lesson:

What is your reaction to this memoir? What instances of dehumanization affected you the most?

Write your diary entry now.

**TEACHING NOTES**

Responses will vary. Your student should indicate his or her reactions to the memoir as a whole. He or she should select at least one specific instance of dehumanization the Jews faced at the hands of the Nazis.

You have completed reading the memoir *Night*. You have analyzed literary techniques in the text, as well as the development of the themes of intolerance and dehumanization. In the next part, you are going to complete some prewriting for your final writing activity of this lesson.
ANOTHER WAY

Making a Connection to Your Own Experiences

You have been comparing and contrasting the experiences of Anne Frank and Elie Wiesel during the Holocaust. You have specifically thought about external and internal conflict. If it is challenging to apply the two types of conflict to what you read, you can stop and make connections to your own experiences.

First, consider external conflict. Think about a time you faced a challenge in your life because of someone or something outside yourself. This can be a person, a group, your environment, or society. What happened? How did the situation create a problem for you? How did you overcome it?

Now, consider internal conflict. Think about a time your own thoughts or feelings created a problem or conflict for you. What happened? How did your thoughts or feelings create conflict for you? How did you overcome the conflict?

Keep your own experiences with external and internal conflict in mind, as you return to the guiding questions and your chart about Elie Wiesel’s and Anne Frank’s experiences.

TEACHING NOTES

If your student is struggling to identify external and internal conflict in Night and The Diary of Anne Frank, have your student consider his or her own personal experiences with these types of conflict.

If your student struggles to identify either external or internal conflict in his or her own life, share your own experiences. Model answering the questions about what happened, how a problem was created, and how the conflict was overcome. After sharing your own experience with each type of conflict, ask, “Is there a time in your life when something like this happened to you?” Then guide your student through answering the questions.

If necessary, point out to your student how his or her experiences show external or internal conflict. You might say something like, “You told me about challenges that came from something outside yourself. You couldn’t control those challenges. You could only control your reactions to them. You were experiencing external conflict.”

After discussing experiences with external and internal conflict in mind, have your student return to the guiding questions and to the chart recording details about Elie Wiesel’s and Anne Frank’s experiences.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have completed your reading and analysis of *Night*. In the next class, you will write an on-demand essay as your USE for this lesson. An on-demand piece means that you do not follow the whole writing process; you write the essay in one sitting. This is good practice for important exams, such as college entrance exams.

Now, you will complete your prewriting for your on-demand essay. You have a lengthy text from which you will draw evidence. Taking the time to prewrite now will help you gather evidence and organize your ideas so that you can write clearly and quickly in the next part.

The question you will be answering in your essay is the following:

In his memoir *Night*, Elie Wiesel develops the themes of intolerance and dehumanization extensively. How do these themes develop over the text? How do the characters, setting, and plot contribute to the thematic development?

The theme is the message that Wiesel is trying to send about the topic, in this case, intolerance and dehumanization. It is the message that he wants you, the reader, to walk away with after reading his text. Themes are not simple ideas. They are complex and have many sides and nuances. An author can use many tools to develop his or her theme. To develop means to teach the reader the theme in all its complexity, all the sides that make the theme truly a theme. An author will not simply state his or her theme, however. Authors use the following tools to develop theme:

- The characters and how they change throughout the text
- Dialogue and how it reveals the characters and conflicts
- The plot: the problems in the story and how they are solved, both the main problems and smaller problems
- The setting causing conflict or being a major element of the story
- Repeating literary techniques, such as symbolism, irony, allusion, and figurative language
Think about what Wiesel might have wanted you to learn about intolerance and dehumanization. Think of how you could summarize this lesson into one sentence. Write that sentence in your ELA Journal now.

**TEACHING NOTES**

Your student should indicate that Wiesel is attempting to teach the reader of the dangers of intolerance and dehumanization. That intolerance can lead to dehumanization, which can, in turn, lead to more intolerance. Wiesel’s text teaches that intolerance and dehumanization are not only wrong, but that the results can be catastrophic. Wiesel also indicates that intolerance and dehumanization are not isolated; they do not leave anyone unaffected.

A possible sentence might be:

*In his memoir, Night, Wiesel warns all that intolerance and dehumanization lead to the destruction of the individual and society itself.*

If your student is having trouble creating a thesis sentence, asking him or her the following questions that may help him or her organize his or her thoughts:

- Which characters changed throughout the text? How did they change? What might you learn from that?
- When was the setting important? How was it important? What can you learn from the challenges the characters faced while in the settings?
- What plot events changed the story? What were the major problems, and how were they solved? What were the minor problems, and how were they solved?

**ANOTHER WAY**

**Brainstorming About Themes in Night**

If you find it challenging to think about the lessons Elie Wiesel wanted his readers to learn, you can use a Web B Graphic Organizer to organize your thoughts.

In the middle of the web, write your topic: “Wiesel's Lessons for Readers in Night.” Then write your ideas in the six areas provided. You can use your ideas from this web as you develop ideas about theme for an essay thesis.

**TEACHING NOTES**

If your student struggles to prewrite for the essay, offer the Web B Graphic Organizer as a way to begin brainstorming about theme.
Your student’s web might include some of the following ideas:

**Topic:** "Wiesel's Lessons for Readers in Night."

1. Treat others as you want to be treated.
2. Every person is valuable and should be treated that way.
3. Shining a light on evils and tragedies (like the Holocaust) may prevent them from being repeated.
4. We should appreciate the differences in people.

Your student can use the ideas from the web to narrow his or her thoughts and develop a thesis for the essay.

This sentence will be the beginning of your thesis, or guiding statement of your paper. Next, think of at least two reasons from the text relating to the characters, setting, or plot that prove your thesis sentence. You may want to think of 4–5 reasons as you are getting your thoughts together. That way, you can use the strongest reasons as you are getting your thoughts together. That way, you can use the strongest reasons in your essay. These reasons should be large ideas that happen over the text, not a specific piece of evidence or a single moment in the text.

In your ELA Journal, write down your reasons now.

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**TEACHING NOTES**

Your student may indicate some of these possible reasons:

- Elie's loss of his faith
- Elie's relationship with his father
- Other characters whose relationships with their families changed
- The oppressive setting
- The irony within the setting
- The biblical allusions that reveal Elie's loss of faith
- Moments in the text that change Elie's perspective, such as the death of the *pipel*
- The silencing of characters such as Madame Schächter and Moishe the Beadle
- The imagery, figurative language, and poetic sections of the text, specifically dealing with night, smoke, and fire

If your student is struggling to identify possible reasons for his or her thesis, encourage him or her to return to the work completed in this lesson: his or her project diary, the Anne Frank comparison chart, and reading guiding questions.
Once you have brainstormed reasons, think about which reasons are the strongest. You will need two strong reasons to support your thesis, or you may wish to include three if you believe one of your reasons is not extremely strong. Once you select your reasons, you will need to find text evidence that supports your reasons, and you will need to add your reasons to your thesis.

To add your reasons to your thesis, think about how you might include the reasons in the same sentence. You may wish to break your thesis into two sentences. Try not to use more than two sentences.

Once you have completed your thesis statement with reasons, you will need to find at least two examples or quotes from the text to support each reason. This means you should have 4–6 pieces of evidence from the text. You can use your Project Diary, Anne Frank comparison chart, and reading guiding questions to help you remember and locate moments in the text from which to draw evidence.

Find your evidence for your reasons now and write the evidence in your ELA Journal.

**TEACHING NOTES**

Guide your student to select evidence from the text that supports the reasons he or she has selected for his or her essay. If your student is having trouble locating evidence in the text, suggest that he or she uses evidence from one of the assignments from this lesson that he or she has already written.

If your student is still struggling finding evidence, suggest that he or she paraphrase the evidence from the text. Encourage him or her to have no more than 1 piece of evidence that is paraphrased in this way.

Finally, create an outline or your essay. Begin with your thesis and write a topic sentence for each body paragraph. Each reason will need its own body paragraph. Then, write a final thought that will be the final section of your conclusion. You can use this online essay map as your outline if you wish. Think about how you would like to order your paragraphs. Most essays use one of these organizations:

- Begin with your strongest point that has your strongest evidence as your first body paragraph.
- Build up to your strongest point with your strongest evidence as your final body paragraph.

**TEACHING NOTES**

If your student has limited exposure to outlining essays, encourage him or her to use the online essay map. By having a completed outline, your student will be supported in writing his or her essay in one class session.
Finally, create an outline or your essay. Begin with your thesis and write a topic sentence for each body paragraph. Each reason will need its own body paragraph. Then, write a final thought that will be the final section of your conclusion. You can use this online essay map as your outline if you wish. Think about how you would like to order your paragraphs. Most essays use one of these organizations:

- Begin with your strongest point that has your strongest evidence as your first body paragraph.
- Build up to your strongest point with your strongest evidence as your final body paragraph.

If your student has limited exposure to outlining essays, encourage him or her to use the online essay map. By having a completed outline, your student will be supported in writing his or her essay in one class session.

If your student has another effective way of outlining and organizing his or her thoughts, encourage him or her to use that strategy. Writers can employ a number of effective strategies to achieve clear, effective writing.

In this part, you completed the prewriting that will help you be successful in writing your on-demand essay in the next class period. You created a claim, and then found reasons and evidence to support it, creating a thesis. Then, you found evidence from *Night* to support your thesis. You then organized your thoughts to prove your thesis effectively. Now, you are ready to write an effective essay on theme!

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you completed prewriting activities to prepare yourself to write an on-demand essay about Wiesel's development of the themes of *Night*. Writing on-demand pieces is important and required in many classes in high school and college, as well as many exams that you may need to take in your life. This task will help you practice this writing skill.

Remember, the question you will be answering is:

In his memoir *Night*, Elie Wiesel develops the themes of intolerance and dehumanization extensively. How do these themes develop over the text? How do the characters, setting, and plot contribute to the thematic development?

First, gather all the things you might need to write:

- Your text, *Night*
- Your Project Diary
- Your Wiesel/Anne Frank comparison chart
- Your ELA Journal

In a moment, you are going to begin writing. You may wish to write your essay by hand and then type it, or you may wish to type it from the beginning. This is a first draft, so it does not need to be perfect. Do your best with spelling and grammar, but mostly focus on writing your ideas in a clear, compelling manner. Once you have finished writing, reread your writing and make any revisions to your ideas that you feel are necessary. However, you do not need to complete a full editing process.

As you write, use transition words to link your ideas and create cohesion in your writing. Even though it is on-demand, this is formal writing; use proper English and formal language. Remember to include a conclusion at the end of your essay.
USE FOR MASTERY

Now, write a 4 to 5 paragraph essay in which you answer this question:

In his memoir, Night, Elie Wiesel develops the themes of intolerance and dehumanization extensively. How do these themes develop over the text? How do the characters, setting, and plot contribute to the thematic development?

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Introduce your claim on how these themes develop over the text and how the characters, setting, and plot contribute to the thematic development?
- Acknowledge and distinguish your claim and any alternate or opposing claims and also organize the reasons and evidence from sources logically?
- Support your claim with logical reasoning and relevant quoted evidence, using accurate, credible sources and demonstrating an understanding of the topic or text?
- Use words, phrases, and clauses create cohesion and clarify the relationships among your claim, counterclaims, reasons, and evidence?
- Establish and maintain a formal style?
- Provide a concluding statement that encourages the reader to accept the author’s viewpoint and supports the argument presented?
- Write at least four paragraphs?
- Use correct grammar and spelling throughout?

You have read the memoir *Night* and thought deeply about the author’s development of theme through the characters, setting, and plot. You have worked very hard to complete a thematic essay. Save your essay, comparison chart, and diary entries from this lesson because you will use them in the next lesson. You should be proud of your work! In the next lesson, you will read Wiesel's Nobel Peace Prize acceptance speech.
The Accomplishments of Elie Wiesel

You are going to be reading the acceptance speech that Elie Wiesel gave when he was awarded the Nobel Prize for Peace. Before you do so, let's get some background knowledge!

Read this article, called “Elie Wiesel: Nobel Prize for Peace,” to help you learn more about his accomplishments. The article contains photographs that may help make Elie Wiesel's life more real to you. After you read this article, you should know more about the accomplishments of Elie Wiesel.

After you read, answer these questions about Elie Wiesel:

1. How long after the Holocaust did Elie Wiesel not write about his experiences?
2. In what year was Wiesel separated from his mother and sister?

ANSWERS

1. How long after the Holocaust did Elie Wiesel not write about his experiences? *10 years*
2. In what year was Wiesel separated from his mother and sister? *1944*
You have read Elie Wiesel's *Night*. You analyzed the text and his themes regarding intolerance and dehumanization. You know that *Night* is a powerful reminder that we must guard against injustice and the dehumanization of others.

Elie Wiesel wrote more than 60 books, many of which are about his experiences in the Buchenwald and Auschwitz concentration camps. He was honored with a Nobel Peace Prize in 1986 for his commitment to serving people around the world who have been persecuted or currently face persecution.

You are going to read the speech that he delivered when he accepted the Nobel Peace Prize. This prize is awarded internationally to people who are making efforts for peace across the world. To learn more about the Nobel Peace Prize, you might want to visit the Nobel Prize [website](https://www.nobelprize.org/).

Before you read the speech, go to the **Language Development** section of your textbook and complete the **Concept Vocabulary** exercises in your ELA Journal.

**VOCABULARY**
- humiliation
- persecuted
- traumatized

### TEACHING NOTES

**WHY THESE WORDS? POSSIBLE RESPONSE**
The words all have to do with suffering.

**PRACTICE**
Responses will vary.

**WORD FAMILIES POSSIBLE RESPONSES**
captivity, captivating; humiliating, humiliation; injury, injurious

### ANOTHER WAY

**Vocabulary Preview**

You have read Elie Wiesel’s memoir *Night*. As you prepare to read his speech accepting the Nobel Peace Prize in 1986, it can be useful to preview vocabulary you will encounter. The vocabulary words for this lesson are all important to understanding the suffering Wiesel fought against.
Look up these words:

- humiliation
- persecuted
- traumatized

Then consider what you have read in this unit. Tell your Learning Guide about how the experiences of Anne Frank and her family and those of Elie Wiesel demonstrate the meaning of each word. Tell your Learning Guide about specific experiences in which these people were humiliated, persecuted, and traumatized.

If your student struggles to understand the vocabulary for the text, take a moment to have him or her apply the words to what he or she has been reading. Have your student use a dictionary or thesaurus to look up each word. Your student likely also wrote definitions as part of the previous activity.

Then discuss with your student how each word applies to what he or she has been reading in this unit.

Your student might discuss points such as these:

- **Humiliation**: A family hiding in a small space and not being able to provide for their children, the Nazis making Jewish people violate scripture by shaving their heads and tattooing them
- **Persecution**: The various laws discussed in both selections, the horrors and dangers the Frank family would face in the outside world, various experiences having to do with Elie's life in Auschwitz
- **Traumatized**: The reactions of the Frank family and those around them, how people were different before and after living through these experiences

Your student may bring up different examples. Accept any answers that align with the vocabulary words and reference specific events in the unit reading selections.

Say, “Having a deeper understanding of these words will help you understand the efforts to which Elie Wiesel devoted his life.” Have your student move on to reading the speech.

Remember: This is a speech. Wiesel is addressing an audience. You will notice that he uses many techniques to make his point, just as he used many techniques to develop his themes in *Night*. As you turn to the speech, think about these questions and jot notes in your ELA Journal:

- What is this text mostly about? Who is involved?
- What are the most important sections of the text?
Now, read Wiesel’s acceptance speech for the Nobel Peace Prize in myPerspectives Unit 2: The Holocaust, Small-Group Learning.

TEACHING NOTES

While your student is reading, assess his or her fluency. The speech contains sections in which Wiesel speaks to his younger self, requiring your student to read with expression. There are times in the speech when Wiesel refers to leaders and ideas, such as apartheid, which might require your student to slow his or her rate and put together the words to understand. Ensure that as he or she reads, your student is using appropriate expression and rate throughout the speech in order to be accurate.

There are a number of people and concepts in this speech that will likely be unfamiliar to your student. Ensure he or she is using the footnotes and other features to make meaning of the text.

ANOTHER WAY

Thoughts on Elie Wiesel

You have been reading about Elie Wiesel. If you find it challenging to recognize the importance of his work, stop and reflect on your own feelings about him with a Web B Graphic Organizer. In the middle, write your topic: “Thoughts on Elie Wiesel.” Write your ideas about him in the surrounding circles.

TEACHING NOTES

If your student struggles to recognize the impact of Wiesel’s work, use the Web B Graphic Organizer.

Your student’s web might include some of the following ideas:

**Topic:** Thoughts on Elie Wiesel

1. He was a brave person.
2. He wanted all people to be good to one another.
3. He devoted his life to helping people learn about the Holocaust.
4. He believed that evil can continue to happen if people do not speak up.

Now, use your ELA Journal to complete the Comprehension Check in the Making Meaning section of your textbook.
Teaching Notes

Possible Responses

1. He is both frightened and pleased.
2. Possible response: According to Wiesel, the biggest threat to freedom is indifference, inaction, and silence in the face of oppression and evil.
3. Summaries will vary. However, your student should include the reason that Wiesel is giving the speech, the subject of his writing, and his main point—that we must all pay attention to and fight oppression and persecution.

In this part, you completed your first read of Wiesel's speech. In the next part, you will analyze his writing to connect his thoughts in the speech to the text *Night*.

Rate Your Enthusiasm

Please go online to view and submit this assessment.
You have now read two texts by author Elie Wiesel. In this part, you will practice your close reading and analysis skills to understand how he carefully constructed his speech to call his audience to action. Pay attention to the techniques Wiesel used; you can use them in your own speech for this unit’s project.

To begin, return to *Nobel Peace Prize* paragraphs 4–5 in *myPerspectives* Unit 2: The Holocaust, Small-Group Learning. Find phrases that Wiesel repeats. What can you infer from these repeated ideas? Why do you think Wiesel included this repetition? Write your thoughts and evidence in your ELA Journal now.

### POSSIBLE RESPONSES

The author uses repetition to create a rhythm within the speech and to draw attention to what he is saying in these sentences. He uses the repetition of “I remember” to highlight the importance of remembering the Holocaust for all of us.

Now, reread paragraphs 4–7. Who is the young Jewish boy to whom Wiesel refers? Whom or what does this boy symbolize, or represent? Why might Wiesel have chosen to convey his point through symbolism, rather than just stating it? Record your thoughts in your ELA Journal.
Now, you are going to analyze Wiesel's craft in his speech. An author's craft includes all of the literary techniques the author uses and the ways in which he or she creates his or her text. All of these choices are meant to serve the author's purpose, and, in the case of this speech, to convey Wiesel's point of view.

In the Making Meaning section of your textbook, read the information in the Analyze Craft and Structure section. Then, complete the activities in the Practice section. You may recreate the table in your ELA Journal. The more thorough you are with these exercises, the more effective your project speech will be.

### TEACHING NOTES

The boy is Elie Wiesel himself in the past. The boy symbolizes all the innocent Jewish children full of promise and hope who were exposed to the evils of dehumanization in the Holocaust. Wiesel may have chosen to portray this boy as a symbol because he describes how the boy speaks to him in the present, challenging him to make meaning out of his life. This image is very compelling when related as a boy speaking from the past.

Your student may connect this symbol to his or her reading in Night. The horrors that Wiesel suffered as a boy are compelling images and the support for the message of his speech and other writings.

### TEACHING NOTES

**POSSIBLE RESPONSES**

**Purpose:** To accept the Nobel Peace Prize; Evidence: From the title of the speech and the first paragraph;

Purpose: To persuade listeners to act to end injustice and suffering wherever it exists; Evidence: Paragraph 8: “Wherever men and women are persecuted . . . that place must—at that moment—become the center of the universe.” Paragraph 10: “There is so much injustice and suffering crying out for our attention . . .”;

Point of view: One person can make a difference, and it is each person's responsibility to try to end suffering.; Evidence: Paragraph 12: “There is much to be done, there is much that can be done. One person . . . can make a difference, a difference of life and death.”

4. (a) It is every human's responsibility to fight injustice, and by forgetting past injustices, we are contributing to the same crimes recurring in the present.
(b) His point of view is that of someone who has devoted his life to keeping the memory of the Holocaust alive.
Now that you have completed your analysis of Wiesel's speech, list in your ELA Journal as many strategies as you can that Wiesel used to achieve his purpose and communicate his point of view.

**TEACHING NOTES**

**POSSIBLE RESPONSES**

- Repetition
- Symbolism
- Referring to history and events with which the audience might be familiar
- Charging the audience with acting
- Referring directly to the audience
- Giving examples from current events
- Connecting people and events
- He begins and ends his speech with the character/symbol of the young boy
- He states his personal beliefs, including those about his faith or the motives that make him act

Review the techniques you found in the speech. Make sure you have a robust list. The more techniques you have, the more you will be able to choose effective techniques to convey your point of view and achieve your purpose in the speech you will write for your project.

In this part, you analyzed Wiesel's craft in his acceptance speech for the Nobel Peace Prize. You learned that he used many techniques to call the world to action in his speech, including symbolism. In the next part, you will use the speech and your knowledge of *Night* to evaluate the argument he creates in his speech.
6. (a) Wiesel acknowledges the suffering of many people, including the Palestinian Arabs, whose plight he supports but whose methods he condemns.

(b) He points out that based on his experience and heritage, he is naturally most closely aligned with issues of Jewish freedom, but this does not diminish his sensitivity to many other groups of people who are victims of persecution.

Now that you have completed your analysis of Wiesel's speech, list in your ELA Journal as many strategies as you can that Wiesel used to achieve his purpose and communicate his point of view.

POSSIBLE RESPONSES
- Repetition
- Symbolism
- Referring to history and events with which the audience might be familiar
- Charging the audience with acting
- Referring directly to the audience
- Giving examples from current events
- Connecting people and events

He begins and ends his speech with the character/symbol of the young boy

He states his personal beliefs, including those about his faith or the motives that make him act

Review the techniques you found in the speech. Make sure you have a robust list. The more techniques you have, the more you will be able to choose effective techniques to convey your point of view and achieve your purpose in the speech you will write for your project.

In this part, you analyzed Wiesel's craft in his acceptance speech for the Nobel Peace Prize. You learned that he used many techniques to call the world to action in his speech, including symbolism. In the next part, you will use the speech and your knowledge of Night to evaluate the argument he creates in his speech.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### Wiesel’s Nobel Peace Prize Acceptance Speech - Part 3

#### Objectives
- To analyze author’s craft in a speech
- To evaluate an author’s argument

#### Books & Materials
- MyPerspectives text
- ELA Journal
- Reading Log
- Computer
- Project Diary
- "Nobel Peace Prize Acceptance Speech" by Elie Wiesel
- Comparison Chart from the Lesson Night

#### Assignments
- Complete a first read of "Nobel Peace Prize Acceptance Speech" by Elie Wiesel.
- Complete analysis and close reading activities.
- Write an evaluation of Wiesel’s argument.

---

You have analyzed both *Night* and Wiesel’s Nobel Peace Prize acceptance speech in myPerspectives Unit 2: The Holocaust, Small-Group Learning. You have discovered the purpose of his speech and his point of view, which are also articulated through his memoir. His point of view, however, is an argument. Not necessarily all people hold this point of view.

Think about what it takes to make a sufficient argument:

- There is a clear claim that expresses an opinion.
- Evidence to support that is relevant and compelling. Evidence is drawn from appropriate sources, which might be from the author’s life experience.
- Enough of the right kind of evidence to make the argument. For example, appealing to the audience’s emotions is one technique an author can use, but it might not be sufficient to prove the argument.
- The author explains his or her evidence in a way that moves his or her argument forward.
- The argument is free from irrelevant evidence.

Consider the requirements above. Review the speech. Consider whether Wiesel effectively supports his argument. You may wish to jot notes in your ELA Journal. Then, answer the following questions.
USE FOR MASTERY

What is Wiesel's claim in the text?

- One should be neutral at all times to help people in need.
- It is better to be silent than to be forced to take sides.
- If one interferes, one helps the oppressor and not the oppressed.
- It is important to speak up and interfere when needed.

Decide whether each statement supports or does not support the claim he makes in the text.

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Supports the claim</th>
<th>Does not support the claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wiesel uses compelling language, including symbolism, to call his audience to action.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiesel gives clear examples and events in <em>Night</em> to demonstrate his point.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiesel relies on emotion and language to make his point. There is not data or concrete examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiesel draws upon personal experience in the Holocaust and the impact of silence, through which he lived. His life is documented and published.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiesel names current events related to his point of view and relates those events to those who suffered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiesel acknowledges that his personal experiences have impacted his view, and he draws on the needs of others to support that he is not speaking only about his personal experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiesel supports his opinion with more opinions about world events.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You have fully analyzed Wiesel's speech. You have identified elements of the speech you believe make it effective or ineffective. For the unit project, you will create your own speech about an issue that you will research. Remember your analysis from this lesson. Use techniques that will make your speech effective. Avoid those that will weaken your argument. Get ready to speak up!
In this unit, you have explored the themes of humanity, faith, and hope. You have experienced the Holocaust through the eyes of Elie Wiesel and Anne Frank. You have reacted to these experiences and begun to develop your own point of view of these injustices.

Elie Wiesel responded to the world in his Nobel Peace Prize acceptance speech. You will now have the chance to do the same in your own speech, thinking about events that are happening in the world today.

In parts 1 and 2 of this SHOW, you should research a topic of injustice that is currently impacting the world today. You may choose any injustice you wish to know more about, or you may choose from:

- Educational quality based on gender and socioeconomic status
- Refugee families with children displaced by war
- HIV/AIDS crisis in Africa

Once you have collected enough research to write your speech, spend parts 3 and 4 of this SHOW writing. Create an appeal to the audience of your speech that clearly gives your opinion of the topic and stirs them to action. Support your appeal with facts and examples from your research. If you wish, you may record your speech and share it with your group.

Review the rubric so that you are sure to address all the criteria in both your diary and speech.

To begin, you must select the issue you will research. You may not be familiar with all or some of the issues listed. That is fine. In this unit, you have learned that good readers do brief searches and research when they need to increase their background knowledge. You may need to do so in order to understand one of the listed issues. For this kind of search, you do not necessarily have to find a source you would use as evidence; it might be more helpful to find a video or news report about the issue.
Your student may encounter sensitive issues while researching. If any of the research options are inappropriate for your student, guide him or her to an appropriate option. If you or your student wishes, he or she may choose a current issue of injustice not included in the options listed.

Now that you have selected your issue, you will begin your research. Remember, you must use credible resources. Often, published articles from well-known sources are credible. Google also has a search engine that will help you find articles on your chosen topic at www.scholar.google.com. Try using this resource as you research your topic.

As you research, remember to find the kinds of information that will:

- Give you background knowledge on your topic and why it is an issue
- Help you understand the size of the problem and who is affected
- Possible solutions to the problem
- Why others might care about this problem

You will use the rest of your class to research. Make sure you take notes on all of the key ideas that you might want to use in your speech in your ELA Journal, or you might choose to use note cards. Record your sources on a works cited page. This page will list all resources you used for your research. Cite your sources in APA or MLA format. You might use an online resource such as www.easybib.com to help you format your works cited page. You will submit your works cited page with your speech. Remember that your speech is meant to call people to action to solve this issue. Make sure you gather enough evidence to make your argument convincing.

Now, begin your research.

Citation formatting (APA or MLA) is not explicitly taught in this unit. Many colleges request that students be able to cite works in both formats. If your student needs help understanding these citation formats, resources exist at https://owl.english.purdue.edu/owl/, or your student may use a citation generator such as www.easybib.com.

If using a citation generator, ensure your student understands the components of the citation, the order, and the punctuation associated with the citation format.
Your student may encounter sensitive issues while researching. If any of the research options are inappropriate for your student, guide him or her to an appropriate option. If you or your student wishes, he or she may choose a current issue of injustice not included in the options listed.

Now that you have selected your issue, you will begin your research. Remember, you must use credible resources. Often, published articles from well-known sources are credible. Google also has a search engine that will help you find articles on your chosen topic at www.scholar.google.com. Try using this resource as you research your topic.

As you research, remember to find the kinds of information that will:

- Give you background knowledge on your topic and why it is an issue
- Help you understand the size of the problem and who is affected
- Possible solutions to the problem
- Why others might care about this problem

You will use the rest of your class to research. Make sure you take notes on all of the key ideas that you might want to use in your speech in your ELA Journal, or you might choose to use note cards. Record your sources on a works cited page. This page will list all resources you used for your research. Cite your sources in APA or MLA format. You might use an online resource such as www.easybib.com to help you format your works cited page. You will submit your works cited page with your speech. Remember that your speech is meant to call people to action to solve this issue. Make sure you gather enough evidence to make your argument convincing.

Now, begin your research.

Citation formatting (APA or MLA) is not explicitly taught in this unit. Many colleges request that students be able to cite works in both formats. If your student needs help understanding these citation formats, resources exist at https://owl.english.purdue.edu/owl/, or your student may use a citation generator such as www.easybib.com. If using a citation generator, ensure your student understands the components of the citation, the order, and the punctuation associated with the citation format.

Please go online to view and submit this assessment.
In the last part, you began researching your chosen issue. Finding enough information through research to create your argument effectively will take some time. In this class, you will continue your research. Remember that you are looking for sufficient research to support your point.

Thinking back to Wiesel’s speech, remember that he included the story of his childhood. You might want to include a personal story in your speech. If you are not personally affected by the issue you selected, you might need to find an article or story by someone who is affected.

Think about the kind of evidence that would call your audience to action. Is it data or statistics from a study? Is it knowing the personal story of someone who is affected? Is it showing what efforts are already taking place to fix the issue? Is it a combination of these things and others? Ensure your research contains the right kind of evidence.

Spend the rest of your class gathering all the research you need to begin writing your speech. At the end of this class, you should have a solid foundation of knowledge about your issue and plenty of evidence to include in your speech. Your evidence should be relevant and the correct kind of evidence. Write important information and all your sources in your ELA Journal.

**TEACHING NOTES**

Support your student in gathering information for his or her speech. Some questions that might help guide your student include:

- Do you believe you have sufficient evidence? How do you know?
- Which type of evidence do you think will be the most compelling for your audience? How do you know?
In the last part, you began researching your chosen issue. Finding enough information through research to create your argument effectively will take some time. In this class, you will continue your research. Remember that you are looking for sufficient research to support your point.

Thinking back to Wiesel’s speech, remember that he included the story of his childhood. You might want to include a person story in your speech. If you are not personally affected by the issue you selected, you might need to find an article or story by someone who is affected.

Think about the kind of evidence that would call your audience to action. Is it data or statistics from a study? Is it knowing the personal story of someone who is affected? Is it showing what efforts are already taking place to fix the issue? Is it a combination of these things and others? Ensure your research contains the right kind of evidence.

Spend the rest of your class gathering all the research you need to begin writing your speech. At the end of this class, you should have a solid foundation of knowledge about your issue and plenty of evidence to include in your speech. Your evidence should be relevant and the correct kind of evidence.

Write important information and all your sources in your ELA Journal.

Once you feel you have all the evidence and knowledge you will need to write your speech, end your class for the day.

RATE YOUR PROGRESS

Please go online to view and submit this assessment.
Show: Speak Up! - Part 3

**Objectives**
- To compose a speech on an issue of injustice

**Books & Materials**
- MyPerspectives text
- ELA Journal
- Reading Log
- Computer
- Elie Wiesel's "Nobel Peace Prize Acceptance Speech"
- Project Diary
- Video camera or phone with video capability (optional)

SHOW

You have spent two classes researching your issue. You have gathered knowledge on your subject and evidence that you believe will be effective in calling your audience to action. Now, it is time to begin writing your speech.

Review your answers from the Analyze the Text activities in part 2 of the Wiesel’s Nobel Peace Prize lesson. Think about the techniques that Wiesel used to write his speech. Think about ones that you thought were effective and ones that you did not think were effective.

Speeches are written to an audience who is present with the speaker. As you write, you may wish to speak directly to the audience. Wiesel thanks a number of dignitaries and world leaders in his speech. You do not need to do this if you do not wish to, or you may use the Nobel Prize website and address the panel in your speech. The priority for your speech will be to give your point of view on the issue and call your audience to act on your point of view.

Refer to Wiesel’s speech as a model for your own. You may mimic his language, structure, and craft, but be sure to use your own words and ideas. You may write your speech in your ELA Journal or type it in a word processing program.

After you have finished writing your speech, use the rubric to revise your ideas and make sure you have written the best speech you can write. Then, proofread and edit your speech to make sure it is free of errors. In the next part, you will deliver your speech. By the end of your class today, your speech should be complete and ready to present to the leaders of the world!

Begin writing your speech now.

**TEACHING NOTES**

Ensure your student understands that speeches are delivered to an audience, and therefore will contain slightly different language than an essay does. His or her speech may address the
audience directly. If your student is struggling to organize his or her ideas, refer to Wiesel’s speech. Some points you may want to use to help your student identify in Wiesel’s speech include:

- After thanking the gathering, which your student does not need to do, Wiesel begins with a story and a symbol, something interesting to get the audience hooked and to spur their emotions.
- In the middle of the speech, Wiesel offers more concrete evidence by citing events and issues that were happening currently, even though his experiences were in the past.
- Wiesel anticipates a counterclaim (you are only speaking about the Jewish experience) and refutes it by offering evidence that connects his experience to other groups of people.
- Wiesel returns to the figurative language and symbolism from the beginning of the speech to conclude the speech.
- The final section of the speech returns to thank the committee, which your student does not need to do.

✅ RATE YOUR PROGRESS

Please go online to view and submit this assessment.
You have composed your Nobel Peace Prize acceptance speech. You have used your research and Wiesel’s speech as a mentor text to revise your ideas. Read through your speech one final time. Use the project rubric to evaluate your work. Make any final adjustments.

Once you have finished revising your speech and you have your final draft, dress professionally and make a video of you delivering your speech. Prepare yourself by making note cards and practicing your speech. Do not simply read your speech from paper. Remember, you are engaging your audience and delivering your point of view. You can upload the video of your speech to YouTube and place the link in the textbox below. This will help your point of view reach broader audiences and help you practice your presentation skills.

Upload a copy of the text of your speech to your group. Take the time to read others’ speeches. Try to find some elements of their speeches that are effective and give them feedback.

Once you have a final version of your script, it is time to submit your project. This is a good time to review the project rubric one last time. Check all the pieces of your project. You will need to submit:

- The diary you have written throughout the unit
- The works cited page from your research in MLA formatting
- The final draft of your speech

Once you have gathered all of these pieces and made any revisions you need to make, submit all three pieces of your project.
Now that you are done with your project, write about your experience in your ELA Journal. Reflect on what you found challenging about writing a speech. You might also want to reflect on the ideas of justice and humanity and how your ideas on these topics changed throughout the unit.
Unit Quiz: Speak Up!

Please go online to view and submit this assessment.
Unit 3 - What Matters?
What Matters? - Part 1

**Objectives**
- To analyze author's purpose and structure
- To analyze characterization in a nonfiction text

**Books & Materials**
- MyPerspectives text
- ELA Journal
- Computer
- "Freedom of the Press?"
- Video: Philippe Petit

**Assignments**
- Watch the video Philippe Petit.
- Read Launch text: "Freedom of the Press?".
- Complete a first read of "Barrington Irving, Pilot and Educator" from National Geographic.
- Complete the Interactive Timeline activity.
- Complete Structure and Purpose Analysis activities.
- Complete Craft and Structure Analysis activities.
- Write an essay about the central topic of an article.

---

**LEARN**

**LEARN ABOUT...**

**Freedom of the Press**

You are going to be reading about an important right that people in the United States have, called “freedom of the press.” Before you do so, let's get some background knowledge!

Read [this article](#), called “US Government: First Amendment,” to help you learn more about this right and its background. The article contains a quiz at the bottom. You should take it to test your understanding of the topic after reading the article.

After you read, answer these questions about freedom of the press:

1. *True or false:* Freedom of the press means that anything about anyone may be published, whether it is true or not.
2. Under which constitutional amendment is freedom of the press guaranteed?

---

**TEACHING NOTES**

Your student is reading a background article about the First Amendment to build background knowledge about freedom of the press. This will prepare your student for a later portion of the lesson.
Each of us have different passions and desires in the world. When these passions and desires work for the good of all people, this diversity benefits our societies. In this unit, you will read about several people who had a passion for the work they did in their lives. You will think about this question:

When is it right to take a stand?

To begin, watch the video: Philippe Petit (0:44). Think about the work he is doing in his life. You may even wish to do a brief internet search about Petit. As you watch this video, answer this question in your ELA Journal:

Why is volunteering, engaging in sports and hobbies, and pursuing personal dreams so fulfilling?

POSSIBLE RESPONSE
Petit was a tightrope walker and also a circus performer. He is best known for walking a tightrope between the two towers of the World Trade Center in 1974. While some might have dismissed his work as not being of importance, this event inspired awe and the imagination of those who saw him perform. His work also caused circuses to rethink their formula, increasing joy and wonder for spectators.

Volunteering, sport, hobbies, and dreams fulfill us because they come from within. They are created from our passions and what we think matters in the world. No one else is responsible for telling us what to dream or be passionate about. These actions are fulfilling because they are deeply personal.
Having passions and dreams is healthy, as is working toward those goals. However, we must carefully consider when it is time to take a stand. Sometimes the answer isn’t clear; the right answer isn’t always easy, and sometimes nobody gets everything they want. To begin to explore this idea, go to the Launch text in your textbook entitled “Freedom of the Press?”. As you read the text, answer these questions in your ELA Journal:

- What is the author’s point of view?
- What are the counterarguments to the author’s point of view?

Now, read “Freedom of the Press?” in myPerspectives Unit 3: What Matters, Unit Introduction.

### TEACHING NOTES

#### POSSIBLE RESPONSE

The author believes that school newspapers should not be censored. If freedom of the press extends to society, the author feels that schools are an extension of society and deserve the same freedoms. However, schools are isolated communities with individualized values and needs. Giving student-led press complete freedom might damage the community or isolate members of the community, as in the article about students at the school who were pregnant.

### COMPREHENSION

#### TEXT-TO-SELF CONNECTIONS

Good readers make connections to what they are reading. Good readers notice when a text reminds them of experiences in their own lives.

As you read “Freedom of the Press?” think about your own experiences. Consider your thoughts about what is right, and when it is okay to stand up for what you believe.

When a text reminds you of your own experiences and opinions, you are making a text-to-self connection. Practice making these connections by writing answers to the following questions in your ELA journal:

- This text reminds me of...
- An experience or feeling I am reminded of when I read this text is...
- My experiences are (the same/different) because...
- This connection helps me understand...
There is no clear answer to the issue of freedom of the press in schools. One might say that students have the right to voice any concerns and other students have the right to know about issues in their school. However, how might the pregnant students feel when an article puts them in the spotlight? Do school newspapers have the right to reveal the private situations of individual students for all to see?

Now that you have done some thinking about this article, go to the Summary activity in the Launch text section of your textbook. Complete the activity in your ELA Journal now.

In “Freedom of the Press?” the author does not state the main argument directly until the end of the article. However, the argument is the primary element of the summary, so it should be presented first.
Remember, when summarizing an argument, you must include the author's main point and the supporting details. Review your summary now. Did you include these elements? Think about the structure of "Freedom of the Press?" Where does the author include the main argument? Where should you include this detail in your summary? Make any revisions to your summary that are needed now.

In "Freedom of the Press?" the author does not state the main argument directly until the end of the article. However, the argument is the primary element of the summary, so it should be presented first.

To complete this part of the lesson, find the QuickWrite activity in the Launch text section of your textbook. Complete the QuickWrite in your ELA Journal.

**QUICKWRITE POSSIBLE RESPONSE**
I believe that it is important for people to make many of their own choices in life. I will want to choose my career, my friends, and my activities. I will want to pursue my own interests. I think that making your own choices allows you to follow your own ideas and interests. For example, I enjoy music. I have chosen to join many school music ensembles and they have helped me grow as a student. There may be things that I will require support on because I am not an expert. For example, I believe that people should not have the choice to drive a car before they reach a certain age and pass a road test. There are some laws that protect us. It may be that the line of protection vs. personal freedoms can blur, and I am interested in thinking more about those types of situations.

**RATE YOUR UNDERSTANDING**
Please go online to view and submit this assessment.
LEARN

LEARN ABOUT...

Being a Pilot

You are going to be reading about a pilot who overcame great odds to become successful. Before you do so, let's get some background knowledge!

Read [this article](#), called “Airline Pilot Duties,” to help you learn more about flying. The article contains bold topic headings throughout. These bold headings can help you keep track of the main points of the various sections of the article. After you read this article, you should know more about the job of airline pilots.

After you read, answer these questions about being an airline pilot:

1. How many flight hours do most airlines want pilots to have in order to hire them?

2. *True or false*: Pilots are not responsible for the safety of passengers on their flights.

TEACHING NOTES

Your student is reading an article called “Airline Pilot Duties.” This will prepare your student for a later portion of the lesson, in which he or she will read about a pilot who overcame great odds to become successful. After reading this article, your student should know more about pilots.
ANOTHER WAY...

Vocabulary Preview

As you prepare to read an article about a man who pursued his dreams and now helps others, it can be useful to preview vocabulary you will encounter. The vocabulary words for this lesson are all important to understanding Barrington Irving's life experience and impact on others.

Look at these words:

- determination
- achieve
- pursue
- tackling
- accomplish
- purposeful

Which words do you already know? Define them in your own words. Look them up to confirm the meaning. Then look up the words you do not know.

Think about what the vocabulary words have in common. What do you think Barrington Irving is going to be like when you read about him? What kinds of experiences do you think the article will be about? Why?

You might be thinking that these words all feel motivational in nature. Artists sometimes create motivation posters to encourage people to work hard, to not give up, or to follow their dreams. Pick a few of the words and use them in a motivational slogan that could go on a poster. For example, a slogan could be:

To accomplish anything, you must pursue goals with determination!

What would your slogan be?

TEACHING NOTES

If your student needs extra support with the vocabulary for this lesson, take a moment to have him or her conduct a preview. Have your student first define in his or her own words any of the words he or she recognizes. Have your student use a dictionary or thesaurus to confirm meanings and define the unknown words.

Answers:

1. Over 400 flight hours
2. False
Then have your student think about what the words have in common and answer the questions.

*Possible response:* The words are all about goals and achievement. I think Barrington Irving is going to be driven and strong. I think he is the kind of person who follows his dreams. I think the article will be about experiences that have to do with working really hard to reach a goal. I think this because the vocabulary words match ideas like staying focused and working toward goals.

Your student might write a slogan like this: With determination, you can accomplish anything you pursue.

In the last part of this lesson, you began thinking about what matters to you, and when it is right to take a stand for those matters. You summarized an argument and began to think about how we as people fulfill our dreams and passions.

Now, you will complete a first read of the nonfiction article “Barrington Irving, Pilot and Educator.” Remember, the purpose of a first read is to understand the main ideas and key details in the text. Then, you close read to gain a deeper understanding. Good readers can approach texts for a first read with broad questions in mind to understand the main ideas. As you read today, think about these two questions:

- What is this text about? Who is involved?
- What are the most important sections of this text?


**VOCABULARY**
- determination
- achieve
- pursue
- tackling
- accomplish
- purposeful

**TEACHING NOTES**

While your student is reading, he or she should notice the details that Irving had to overcome in order to achieve his dream. His passion was to reach out to children who faced similar difficulties.
This text will likely not pose much of a challenge for your student to comprehend. Therefore, encourage him or her to dig deeply into the multiple main ideas of the text, including:

- The various dreams Irving had in his life: to be a pilot, to fly solo around the world, to help kids experience aviation and science and math-related careers, to help more students, to have a flying classroom.
- The multiple obstacles Irving overcame: being raised in inner-city Miami, not having the money to afford what he dreamed, receiving sponsorship rejections, and, recently, how to launch his virtual classroom.

**VOCABULARY**

**USING SENTENCE-LEVEL CONNECTIONS**

Let’s use the word-solving strategy called *sentence-level connections*. You know that context clues are hints an author gives to help define a difficult or unusual word within a text. Context clues can come in many forms, and sentence-level connections are one of those types. This means that an author gives you clues to the meaning of an unfamiliar word in the sentences around the unknown word.

Here is an example from “Barrington Irving, Pilot and Educator.”

> “The only thing that separates you from CEOs in corner offices or scientists in labs is determination, hard work, and a passion for what you want to achieve. The only person who can stop you from doing something great is you.”

Reread the first sentence from the excerpt and find the word *determination*. In this sentence, *determination* means “purpose or drive.” The author gives you clues to the meaning of the word by including it in a list: “*determination, hard work, and a passion*...” The sentence communicates what you need to do to achieve your dream.

Authors can also provide sentence-level connections by including definitions and synonyms or antonyms.

Now practice using sentence-level connections with the following words from “Barrington Irving, Pilot and Educator.”

- tackling (paragraph 7)
- accomplish (paragraph 8)
- purposeful (paragraph 8)

Write these words and definitions in your ELA Journal. Use sentence-level connections to determine the meanings of each word. Then add your new words to your word wall and use them in writing and speaking.
As you become a more sophisticated reader, you will notice that texts have more than one central idea, and these ideas develop as authors write. Look over your notes from your first read. Ensure that you have identified more than one central idea of the text and that you have made some notes about how these ideas developed. Make sure your notes include supporting ideas that help develop the central idea.

Now, go to the **Making Meaning** section of your textbook and complete the **Comprehension Check** questions in your ELA Journal.

### TEACHING NOTES

#### POSSIBLE RESPONSES

1. He had to overcome his surroundings of crime, poverty, and failing schools, as well as his own lack of confidence in his abilities.
2. Barrington Irving dreamed of being a pilot and of flying solo around the world.
3. Irving practiced at home by playing a flight simulator video game.
4. Experience Aviation is Irving’s nonprofit organization.
5. Timelines will vary but should include some of the following events: Worked in his parents’ bookstore, got a scholarship to University of Florida but went to flight school instead, flew around the world, started a nonprofit, created the “Journey for Knowledge” flying classroom.

### INTERACTIVE ACTIVITY

Timelines help you understand the chronological order of nonfiction writing. Chronological order means that the events are written in the order they happened. This is one text structure that authors can use to organize their ideas. Therefore, as a reader, you should look for this structure to help you make meaning of the text.

Use the [Online Timeline Maker](#) to make the timeline that you wrote in your comprehension check. On this timeline maker, you can add a time span to include Irving’s birth to the present. You might need to do brief internet searches to find more details about Irving’s life. You can also search for other events in aviation history on your timeline. Use your timeline to construct a chronological understanding of the events leading to Irving’s successes.
In this part of the lesson, you completed the first read of a nonfiction article. You thought about the central ideas in the article and how they are developed by details. You also thought about chronological order as a text structure and learned how to use this structure to increase your understanding of texts. Next, you will practice your close reading skills in the article.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
What Matters? - Part 3

Objectives
- To analyze author’s purpose and structure
- To analyze characterization in a nonfiction text

Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Barrington Irving, Pilot and Educator from National Geographic

Assignments
- Watch the video Philippe Petite.
- Read Launch text: “Freedom of the Press?”.
- Complete a first read of “Barrington Irving, Pilot and Educator” from National Geographic.
- Complete the Interactive Timeline activity.
- Complete Structure and Purpose Analysis activities.
- Complete Craft and Structure Analysis activities.
- Write an essay about the central topic of an article.

LEARN

GRAMMAR

VERB MOOD

Step 1

You have been reading to understand the central idea of an article. You have also learned about several verb moods. Mood denotes tone in a sentence. You can look at individual sentences to determine the mood and think about the tone it conveys.

Read this sentence from “Barrington Irving, Pilot and Educator.”

A steady stream of challenges will let kids compete to solve problems ranging from evacuating populations after tsunamis to collecting trash in space.

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 have learned about several verb moods. Review each mood:

- Indicative (or declarative) mood expresses a statement of fact or opinion stated as fact.
- Interrogative mood expresses a question.
- Imperative mood expresses a command or request.
Subjunctive mood expresses a doubt, a hope, or an imaginary situation.
Conditional mood expresses the conditions under which something will happen.

Read the sentence. What mood is it? How do you know?

You know that authors use verb mood to denote tone in a sentence. Think about the text this sentence comes from. Why is this verb mood appropriate?

To think about how verb mood affects tone, you can rewrite a sentence with different moods.

What if the author had written the sentence in the interrogative mood? Read the sentence your Learning Guide shows you.

Think about reading this sentence in the article. How would it change the tone?

Why is it important to consider verb mood when you write? How do the two versions of the sentence show this?

Step 4

You know that verb mood contributes to tone. You can practice forming and using verbs in different moods.

Look again at the two versions of the sentence. Point to the subject in each sentence. Point to the verb in each sentence. What do you notice?

When you change a sentence from the indicative mood to the interrogative mood, pay attention to how the order of the subject and verb change. Identify the subject and verb in each of these sentences. Then rewrite the sentence in the interrogative mood. How does the order change in each?

- Irving is helping students learn skills and gain confidence.
- The kids are going to have a great time working on science projects.
- Some kids will access the program from home.

Look at the original sentences and your revisions. How is the tone different? How does thinking about this help you be a stronger writer?

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 steady stream
- of challenges
will let kids compete
to solve problems
ranging from
evacuating populations
after tsunamis
to collecting trash
in space.

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 kids in the program will work to figure out real-life problems through different activities.

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 last six chunks of the sentence make up an infinitive phrase. It is functioning as an adverb. It modifies the verb compete. The infinitive phrase adds meaning to the sentence because it shows specifically what students will be doing. It makes the activities very clear.

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 kind of phrase starts on the 4th chunk? Where does the phrase end? What kind of phrase is it? How does it function and add meaning to the sentence?

Step 3

Answer: indicative; it is stating an opinion as fact

Possible response: This is a nonfiction article giving information about Barrington Irving. It’s appropriate to use the indicative mood because the writer needs to be straightforward and give facts.
Prepare sentence strips with this sentence:

Are a steady stream of challenges going to let kids compete to solve problems ranging from evacuating populations after tsunamis to collecting trash in space?

Possible response: It would feel uncertain, like the author doesn’t know what is going to happen.

Possible response: It’s important because it affects the tone. In this article, the author should seem like an authority on the subject, so it makes sense to write in the indicative mood. The second version of the sentence makes it sound like the author isn’t sure about the subject.

Step 4

Your student should point to stream and will in each sentence. Your student should recognize that the subject and verb are inverted in the interrogative version. The auxiliary verb starts the sentence, with the subject coming between the auxiliary verb and the participle.

Answers:

- Subject: Irving; verb: is helping
- Subject: kids; verb: are going
- Subject: kids; verb: will access

Your student might rewrite the sentences like this:

- Is Irving helping students learn skills and gain confidence?
- Are the kids going to have a great time working on science projects?
- Will some kids access the program from home?

Possible response: The tone is matter-of-fact in the originals. In the interrogative versions, it is uncertain. Thinking about this helps me be a stronger writer because I can think about what mood matches the tone I want to convey.

Extension

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

Have your student read this sentence:

A steady stream of challenges will let kids compete to solve problems ranging from evacuating populations after tsunamis to collecting trash in space.

Say, “In this sentence, the author uses the indicative mood to state a fact. This is appropriate for the text, which is a nonfiction article. When we rewrote this sentence in the interrogative mood, we moved the auxiliary verb will to the beginning of the sentence. Sometimes when you change from indicative mood to interrogative mood, you need to add an auxiliary verb.”

Review with your student these auxiliary verbs: be, do, have
Display these sentences:
- Beth watched the presentation.
- Did Beth watch the presentation?

Have your student identify the subject and verb in the first sentence (Beth, watched). Ask, “What auxiliary verb is added in the interrogative version?” (Did)

Have your student read these sentences and rewrite them in the interrogative mood. Have your student identify the auxiliary verb he or she adds to each.
- I already ate lunch.
- Ryan delivered the cake.
- The kids want chicken for dinner.

Your student might write something like this:
- Did you eat lunch? (did)
- Has Ryan delivered the cake? (has)
- Do the kids want chicken for dinner? (do)

Say, “How is knowing how to use auxiliary verbs helpful in your writing?” Possible response: I can use them to write in the interrogative mood.

**FLUENCY**

**READING WITH ACCURACY**

Great readers read accurately. For reading to be fluent, words must be pronounced accurately. As you grow older and read more sophisticated texts, there will be complicated language and new words. You will need to use strategies to read this complicated language accurately.

To practice this, you are going to reread a part of “Barrington Irving, Pilot and Educator.” Rereading will help you get better at reading.

You have been reading now for many years. All of that reading and rereading has helped you learn many words that you know by heart. These are words that you can read accurately, quickly, and you understand what they mean. This is called automaticity. However, you might struggle with sounding out words that are new to you. You might even be able to read the tricky words, but you might not understand what they mean.

One way you can figure out tricky words is by looking at the parts of the word. Understanding the meanings of root words can help.

For example, the Latin word *educare* means “to nourish or bring up” and the suffix -tor turns a verb into a noun. Based on this, what does the word educator mean?
Watch a part of the following video to learn how to separate words into their parts and analyze each part's meaning. When you break a word into its prefix/suffix and root word, you can now decode and understand manageable chunks of that word.

Please go online to view this video

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 syllables to help you read them.
5. Read words you know with automaticity.
6. Pay attention to new words.
7. Look for the prefix, suffix, or the root word to decode unknown words.
8. Read more and more!

You have learned how to look for prefixes, suffixes, and root words to help you decode tricky words. 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 practice reading some vocabulary words from "Barrington Irving, Pilot and Educator." Split each word into the prefix/suffix and find the root word.

- determination
- nonprofit
- technology
- inspiration
- professional

Not only is it important to be able to read these words, but it is also important to understand what these words mean. If you don't know the meaning of the words, then you will not be able to understand the text. Talk with your Learning Guide about the meaning of these words using what you know about the meaning of their prefixes/suffixes and root words. You can use this website to find various meanings of Latin root words.

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently. Look over what you need to be proficient in reading accurately.

Now you are going to reread paragraphs 1—3 of "Barrington Irving, Pilot and Educator." Your goal is to read the excerpt from the text smoothly and accurately. Remember, it is okay to slow down when you get to tricky words! Just chunk these words into parts to help you read them.

After reading, talk with your Learning Guide about any words that were tricky for you and discuss the strategy you used to help you figure the word out. Talk to your Learning Guide about words you read
You also studied how authors might choose chronological order as a text structure to organize their ideas. Now, you will close read the text to gain a deeper understanding. Remember, close reading is your recording and look at the Fluency Rubric with your Learning Guide.

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.

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**TEACHING NOTES**

Discuss with your student how reading accurately helps with reading fluency because it makes reading sound smooth.

Watch [this video](#) from 4:40 – 8:25 to practice using prefixes/suffixes and root words to read and understand unknown words. Practice breaking the words into parts and reading. Discuss with your student the meaning of the words.

Show your student the [Fluency Rubric](#) and discuss what fluent reading should sound like.

Now open up “Barrington Irving, Pilot and Educator.” Have your student reread paragraphs 1–3 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.

Now you will 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 he or she reread the text, the reading sounded smoother and smoother. For reading to be smooth, it will sound like talking without stumbling over words. Last, look over the rubric and discuss how your student did, focusing on the reading with accuracy section.

If your student continues to make mistakes after rereading two times, write the words down that he or she is struggling with. Have your student separate the words into syllables and practice sounding the word out syllable-by-syllable. Then have your student read the paragraphs one more time.

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In the last part of this lesson, you analyzed the development of the central ideas in the article “Barrington Irving, Pilot and Educator” in *myPerspectives* Unit 3: What Matters, Whole-Class Learning. You also studied how authors might choose chronological order as a text structure to organize their ideas. Now, you will close read the text to gain a deeper understanding. Remember, close reading is
Authors write for a purpose. The most general purposes are to:

- Persuade
- Inform
- Entertain

However, the authors’ purpose is more nuanced than just these three broad purposes. Why are they trying to persuade the audience? What are they informing their audience about – and is there anything they are purposely not informing the audience about? Think about the article “Barrington Irving, Pilot and Educator.” What do you think the author’s purpose is in this article? Write a detailed answer in your ELA Journal.
Responses will vary. There is an argument for each of the purposes in this article. Your student should indicate that this article could have been written for multiple purposes:

- **Persuade** – the author of the article includes many details about the obstacles Irving overcame, possibly trying to convince readers that they, too, can achieve their dreams if they stay dedicated and solve problems.
- **Inform** – the author includes facts and details from Irving’s life, informing the reader about an important figure in aviation history.
- **Entertain** – Irving is a genuinely interesting figure, so reading this article, while it is nonfiction, is entertaining. Additionally, given that it was printed in National Geographic, readers would need to find the information interesting to purchase the magazine.

**INTERACTIVE ACTIVITY**

Go to the **Making Meaning** section in your textbook and view the video *Barrington Irving: Got 30 Dollars in my Pocket* (2:59). Write a response in your ELA Journal to this question:

How does this video add to your appreciation of Barrington Irving’s personal accomplishments?

**POSSIBLE RESPONSE**

It is interesting to see Barrington Irving talk about his life because one can feel his passion. Watching him talk and gesture adds excitement to what he is passionate about and what he is proud of. Additionally, the video helps the reader understand how Irving pushed through obstacles to accomplish so many goals.

**QUICK CHECK**

Please go online to view and submit this assessment.
Text structure refers to how the author organizes the information in his or her writing. This is different from text features that help add ideas, such as illustrations, tables, headings, or charts. Structure is like the foundation of a house. Text features are like decorations in the house. Watch *The 5 Types of Text Structure* (03:49) to learn more about text structures.

Then, think about which text structures you could apply to this article. Remember, each paragraph might have a different structure that contributes to the whole! Give your Learning Guide some examples of the text structures that are used in different paragraphs of the article.

Some possible responses include:

- Paragraph 2 is problem/solution.
- Paragraph 4 is description.
- Paragraph 5 is problem/solution.

In this part of the lesson, you close read sections of “Barrington Irving, Pilot and Educator.” You also thought about the nuances of author’s purpose and author’s structure. Next, you will continue to analyze the craft and structure of this article.
What Matters? - Part 4

In the last part of this lesson, you thought about the author’s purpose and the structure of an article. Now, you will think about another author’s tool: characterization. You might not often think about characterization when reading nonfiction, but it can be a powerful tool.

Go to the Making Meaning section of your textbook in myPerspectives Unit 3: What Matters, Whole-Class Learning and find the Analyze Craft and Structure activities. Read the information there and complete the practice exercises in your ELA Journal.

### POSSIBLE RESPONSES

1. (a) In paragraph 1, an example of direct characterization is “good at rising above obstacles.”
   (b) The text describes Barrington Irving and then follows with specific details that tell more about that description.

2. (a) In this paragraph, the author uses indirect characterization.
   (b) I think this information reveals that Irving is determined, passionate about flying, and generous.
The expressiveness of language, however, comes from the other type of word meaning—connotation. The connotation of a word is the association or set of associations that a word usually brings to mind. The connotative meaning of home is a place of security, comfort, and family.

Great readers must also be great writers. Readers gain information from text, and writers communicate their ideas clearly. In order to become a more effective writer, you must learn the rules of language. To practice becoming a more effective writer through the use of pronouns, go to the Language Development section of your textbook and find the Conventions activities. Read the information in this section and complete the Read It and Write It questions in your ELA Journal.

3. The quotations in this paragraph tell me that Irving is a giving person who is just as excited to share what he knows as he is to do things himself. He wants kids to be as passionate about learning as he is.

4. (a) Your student will find both indirect and direct characterization in the form of Irving’s quotation.
   (b) Answers will vary, but your student may say that Irving’s question at the end reveals his confidence.

VOCABULARY
CONNOTATIONS AND DENOTATIONS

Words are not limited to one single meaning. Most words have multiple meanings, which are categorized as either denotative or connotative. The denotation of a word is its explicit definition as listed in a dictionary. Let’s use the word home as an example. The denotative or literal meaning of home is “a place where one lives; a residence.”

The expressiveness of language, however, comes from the other type of word meaning—connotation. The connotation of a word is the association or set of associations that a word usually brings to mind. The connotative meaning of home is a place of security, comfort, and family.
The connotative and denotative meanings of words are both correct, but a word's connotation determines when it is used. By definition, synonyms have the same denotation or literal meaning, but almost always have different connotations or shades of meaning.

For example, the synonyms of boat include ship, yacht, dinghy, and ferry. All of these words refer to the same thing, but each elicits a different association in the reader's mind. You likely think of a ship as being much larger than a dinghy, even though both are technically boats.

Let's practice finding denotations and connotations using a thesaurus and/or dictionary. Look up each of the following vocabulary words. List a denotative meaning and connotative meaning for each word in your ELA Journal.

- achieve
- pursue
- accomplish

Discuss denotative and connotative meanings with your student.

Possible Answers:

- achieve- complete/deliver
- pursue- seek/harass
- accomplish- attain/score

In this part of the lesson, you thought about an unconventional author's tool in nonfiction: characterization. You have thoroughly analyzed the article “Barrington Irving, Pilot and Educator.” Next, you will use this analysis to complete an activity about the central idea of this article.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You will write a two-to-three paragraph essay stating your opinion on the following statement:

**ANOTHER WAY...**

Writing an Essay About Passion as Opposed to Knowledge of a Subject

You will be writing a two-to-three paragraph essay stating your opinion on the following statement:

> Having passion for a subject is more important than having knowledge about it.

In your essay, you will state if you agree or disagree with this claim and provide support for your opinion. You will find evidence to support your opinion in the article, "Barrington Irving, Pilot and Educator."

You can use a graphic organizer to help you gather evidence and brainstorm. You will use a Four-Column Chart. At the top of the chart, write your topic. Your topic will be one of two choices, depending on your opinion.

- I agree: "Having passion for a subject is more important than having knowledge about it."
- I disagree: "Having passion for a subject is more important than having knowledge about it."

Use one column for each of your two-to-three reasons/evidence gathered from the reading. Note that you may have one or two columns left over when your chart is complete.

**TEACHING NOTES**

Your student will complete a Four-Column Chart to gather ideas about his or her opinion on this statement:

> Having passion for a subject is more important than having knowledge about it.
Your student will write a two-to-three paragraph essay stating his or her opinion, backed up with evidence from the article titled “Barrington Irving, Pilot and Educator.”

Your student’s graphic organizer notes may vary, depending upon his or her opinion. It might include some of the following ideas (if your student disagrees with the statement).

*Topic:* I disagree: “Having passion for a subject is more important than having knowledge about it.”

*Column 1:* You must have actual knowledge to go along with your passion. Before actually flying, Barrington Irving raised money for flight school, practiced using a flight simulator, and graduated from an aeronautical science program.

*Column 2:* Irving flew around the world only after having gained knowledge about flying.

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You have analyzed an article about Barrington Irving’s life. You have learned that he followed his passion even though he faced many challenges. You have thought about the central messages of the article. Now, you will write a response to one of the article’s central message. To do so, write a brief argumentative essay in which you state a claim in response to the following statement:

Having passion for a subject is more important than having knowledge about it.

Be sure each piece of evidence you use to support your claim clearly relates to the reasons you provide. Begin your essay with a clear introduction in which you state your claim. Then, explain your reasons and give evidence that supports them. Draw your evidence from "Barrington Irving, Pilot and Educator" in myPerspectives Unit 3: What Matters, Whole-Class Learning. Finally, end with a conclusion that states your claim in a different way. Try to make your conclusion memorable for readers. Your essay should be 2–3 paragraphs in length.

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**USE FOR MASTERY**

When you have finished writing your paragraphs and have checked them for errors, upload your answer below.

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>U</th>
</tr>
</thead>
</table>

0 / 10000 Word Limit
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Present a claim and reasons to support the claim from the article?
- Provide logical reasoning and include at least three pieces of relevant evidence?
- Write a concluding statement or section that supports the argument?
- Make sure to write 2–3 paragraphs total?
LEARN

LEARN ABOUT...
The Negative Effects of Soft Drinks

In this lesson, you are going to be reading articles about a ban that was almost enforced on soft drinks/sodas. Before you do so, let's get some background knowledge!

Read 13 Ways That Sugary Soda Is Bad for Your Health. The article contains hyperlinks with references and more information to back up the points that it makes. You may want to click on these to learn more.

As you read, think about how the author uses evidence to support the points in the article. When you write essays and research papers, it's important to back up your arguments and points in the same way. After you read this article, you should know more about the negative effects of soda.

After you read, answer these questions about the negative effects of soda:

1. True or false: Drinking just one can of soda containing sugar every day is linked to an increased risk of Type 2 diabetes, a serious health problem.

2. Which essential nutrients does sugary soda contain?
In the last lesson, you learned about how an author uses the structure of his or her writing to convey meaning and purpose. You also interpreted characterization in a nonfiction text, a technique usually associated with fiction. In this lesson, you will read several nonfiction texts that convey multiple points of view about the topic of young people drinking soda.

To begin, you will read “Three Cheers for the Nanny State” by Sarah Conly. The term nanny state is a negative nickname for a welfare state, which is a model of government that takes direct responsibility for the protection and well-being of its citizens.

Before you begin reading, take a moment to go to the Language Development section of your textbook. Complete the Concept Vocabulary activities in your ELA Journal. Completing these exercises will help prepare you to evaluate the argument in this text, as well as develop a vocabulary for your own arguments! Complete the Concept Vocabulary and Word Study now.

**VOCABULARY**
- impose
- rational
- justifiable
- principle
- status quo
TEACHING NOTES

CONCEPT VOCABULARY

Why These Words? Possible Responses:

1. The author says that people are upset about New York City’s attempt to *impose* a ban on soda. The author argues that there are *rational* and *justifiable* reasons for the new law, and that it is based on a sound *principle*. Still, many people prefer the *status quo* to new changes.

2. *Ban, intervention, Legislature, liberty, society, paternalistic, government*

Practice Possible Responses:

My brother was angry about the rules our parents tried to *impose* on him.; I felt like I made a *rational* decision to stay home instead of go for a walk when the huge storm blew through our neighborhood.; Some people think restrictions on junk food at school are *justifiable* because kids need to have good nutrition.; The basic *principle* of the volunteer work was not for recognition but for helping others.; My sister has always been happy with the *status quo* because she fears change.

- **impose**: synonym: *enforce*
- **rational**: synonym: *logical*
- **justifiable**: synonym: *defensible*
- **principle**: synonym: *basis, foundation*
- **status quo**: synonym: *current situation*

Word Study Possible Responses:

1. Cheating on a test is never *justifiable*; there is never a good reason that you could have for not studying or doing your own work.

2. The root contributes to the three words in similar ways: *adjust* means “to make right,” *justice* has the quality of being right or lawful, and *justification* is the state of being right, or *justified*.

Now you are going to complete a first read of the article. As you complete your first read, keep the following questions in mind:

- What is this text about? Who is involved?
- What are the most important sections of this text?

Now, read *“Three Cheers for the Nanny State* in myPerspectives Unit 3: What Matters, Whole-Class Learning.
TEACHING NOTES

As your student reads, remind him or her that this text is an argument. While reading a nonfiction text, and thinking about the first read questions: “What is this text about? Who is involved?” Readers often gather facts and information from the text. When reading an argument, however, readers should be thinking about the argument as well as the details the author includes to support the argument. In this case, the author is arguing that the government should intervene to help Americans make good choices regarding unhealthy, sugary drinks. Some details to support her argument include:

- Despite our knowledge, we do not always act in the most rational ways.
- Sometimes we have priorities that are contrary to our best interests.
- Such rules and laws are important to protect the whole of society.

It is not necessary for your student to find all of these details in the first read, he or she will complete analysis activities to come to these understandings throughout the lesson. However, encouraging your student to evaluate the argument as he or she reads is an effective reading habit when approaching an argumentative piece.

Once you have completed your reading, find the **Comprehension Check** in the **Making Meaning** section of your textbook. Complete the **Comprehension Check** in your ELA Journal now.

TEACHING NOTES

Possible responses:

1. New York City proposed a ban on large-size sodas, or sugary drinks.
2. A cognitive bias is an unjustified conclusion people come to as a result of their personal experiences or their emotions.
3. People fear that they will lose other freedoms and lose the ability to make other decisions.
4. The author believes most people will gain better health by not buying and drinking large amounts of soda.
5. The summary should point out that the writer agrees with laws like the soda ban and should include evidence from the article to support that position.

COMPREHENSION
ASKING AND ANSWERING QUESTIONS ABOUT A TEXT

Good readers ask and answer questions before and while they read. Good readers think about what they are going to read and wonder about the topic. Asking questions before reading helps readers
search for answers in the text and notice when their questions are answered. Those answers can also lead to more questions!

Look at the title of this part of Unit 3:

*Should Soda Be Banned?*

Notice that the title is a question. What other questions does this title bring to mind? Practice asking questions in your ELA Journal. Make a two-column chart like this:

<table>
<thead>
<tr>
<th>What I Wonder (Questions Before Reading)</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write down two questions you have about this topic, and as you read the articles, notice if your questions are answered.

Asking questions and monitoring how those questions are answered as you read will give you a better understanding and comprehension of the text.

---

### TEACHING NOTES

Encourage your student to ask questions before he or she starts reading a text.

Help your student record his or her questions and answers.

Possible response:

<table>
<thead>
<tr>
<th>What I Wonder (Questions Before Reading)</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why ban soda?</td>
<td>It’s unhealthy to drink soda.</td>
</tr>
<tr>
<td>Should this be an individual decision or made by government?</td>
<td>(Answers may vary)</td>
</tr>
</tbody>
</table>
In this part of the lesson, you completed your first read of an argument regarding government regulation of sugary drinks. Next, you are going to close read the article and begin to think about how the author develops her argument.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Should Soda Be Banned? - Part 2

Objectives
- To delineate and evaluate authors’ arguments by analyzing evidence, reasoning, and structure
- To evaluate the sufficiency and relevancy of evidence
- To write a comparison and evaluation of arguments presented by multiple authors

Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- “Three Cheers for the Nanny State” by Sarah Conly

Assignments
- Complete a first read of “Three Cheers for the Nanny State” by Sarah Conly
- Complete the interactive activity Bias.
- Complete Close Read and Structure Analysis activities.
- Complete a first read of “Ban the Ban!” By SidneyAnne Stone and “Soda’s a Problem, but…” by Karin Klein.
- Write a comparison essay.
- Write an evaluation of authors’ arguments.

LEARN

GRAMMAR

USING PUNCTUATION TO INDICATE A PAUSE OR BREAK: THE DASH

Step 1

You have been reading to understand an argument. You can break down a sentence to think about how an author uses punctuation to indicate a break. These breaks can contribute to the tone of a text. Tone can affect the strength of an argument.

Read this sentence from “Three Cheers for the Nanny State."

For example, we suffer from an optimism bias, that is we tend to think that however likely a bad thing is to happen to most people in our situation, it’s less likely to happen to us—not for any particular reason, but because we’re irrationally optimistic.

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

An author can also use punctuation for effect. An author can use punctuation to indicate a pause or break.

Your Learning Guide has divided this sentence into chunks. Which chunk has punctuation that creates a pause? What punctuation does the author use on that chunk?
Look at the chunks after the dash. What kind of information do they provide?

The information on these chunks isn't essential to the main part of the sentence. The author has already given an explanation of what optimism bias means. Why do you think the author decided to include this information?

Think about the effect of the dash. A dash indicates a break or pause. Why is this effective in this sentence?

The author could have written a new sentence with this explanation. Look at how your Learning Guide changes the sentence. Think about how this revision changes the tone of the sentence. Why do you think the author chose to use a dash instead of writing a new sentence?

**Step 4**

Choosing punctuation is part of the author’s craft. An author can use punctuation to indicate a pause or break in a sentence. A dash draws attention to or emphasizes particular ideas in a sentence.

When you add a dash to a sentence, think about what information you want to make stand out. You should also make sure you’re putting a dash in a place that makes sense. Be careful not to break up a phrase or clause in an awkward way.

For example, look at these two sentences:

- For example, we suffer from an optimism bias—that is, we tend to think that however likely a bad thing is to happen to most people in our situation, it’s less likely to happen to us.
- For example, we suffer from an optimism bias, that is we tend—to think that however likely a bad thing is to happen to most people in our situation, it’s less likely to happen to us.

Which one shows effective use of the dash? Why?

When you use a dash to indicate a pause or break, what should you consider?

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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:

- For example,
- we suffer
- from an optimism bias,
- that is
- we tend
• to think
• that however likely
• a bad thing is
• to happen
• to most people
• in our situation,
• it’s less likely
• to happen
• to us—
• not for any particular reason,
• but because
• we’re irrationally optimistic.

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 have an optimistic point of view that makes them think that something bad is less likely to happen to them than to other people.

**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 sentence is in the indicative mood. The author presents the information as a fact. This demonstrates authority on the subject. This makes sense because the author is writing an argument. She wants people to believe her, so she needs to seem certain.

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 the mood of the sentence? What does this mean? What effect does it have?

**Step 3**

Your student should identify this chunk:

• to us—
Possible response: An explanation of why people think something bad won’t happen to them.

Possible response: I think the author wanted to emphasize that optimism bias doesn’t happen for a reason.

Possible response: Because it indicates a pause, it makes me really focus on what comes after it. It also makes it feel kind of conversational, like the author is adding a new thought he or she just came up with.

Prepare the following sentence strips:

- to us.
- This is

Replace the strip that says “to us—” with these two new strips.

Possible response: The dash draws more attention to the explanation. Being irrationally optimistic seems a little ridiculous, so the punctuation highlights that. A new sentence would have been ok, but the dash makes me think more about what the author is saying.

**Step 4**

Possible response: The first one, because it breaks the sentence in a place that makes sense. It draws attention to the explanation of what an optimism bias is. The second one breaks the clause in an awkward place that doesn’t make sense, and it’s not clear why the author would want to highlight the words after the dash.

Possible response: I should consider what words I want to emphasize in the sentence. I should consider where a dash makes the most sense and doesn’t interrupt the flow of the sentence.

**Extension**

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

Have your student read this sentence:

For example, we suffer from an optimism bias, that is we tend to think that however likely a bad thing is to happen to most people in our situation, it’s less likely to happen to us—not for any particular reason, but because we’re irrationally optimistic.

Then say, “In this sentence, the author uses a dash to emphasize information in the sentence. Using punctuation for effect is part of the author’s craft. You can use dashes for effect in your own writing. Think about the argument you read in ‘Three Cheers for the Nanny State.’ Write a sentence responding to the argument. Include a dash in the sentence.”
LEARN ABOUT...

Cognitive Bias

You are going to be reading an article, “Three Cheers for the Nanny State,” that includes the concept of cognitive bias. This is a complicated psychological concept that you may need help understanding. Before you do so, let’s get some background knowledge!

Read this article, called “10 Cognitive Biases That Distort Your Thinking.” It will help you learn more about the concept of cognitive bias. Use the numbered list in the article to keep track of the different types of cognitive bias. After you read this article, you should know more about cognitive bias.

After you read, answer these questions about cognitive bias:

1. True or false: Most people never experience cognitive bias of any type.

2. What is confirmation bias?

TEACHING NOTES

Your student will be reading to gain background knowledge about cognitive bias. This will prepare your student for a later portion of the lesson, in which he or she will read an article, “Three Cheers for the Nanny State.”
**Answers:**

1. False

2. Listening and giving more attention to information that goes along with what you already believe, and ignoring information that does not go along with your beliefs.

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**FLUENCY**

**READING WITH ACCURACY**

Great readers *read accurately*. For reading to be fluent, words must be pronounced accurately. As you grow older and read more sophisticated texts, there will be complicated language and new words. You will need to use strategies to read this complicated language accurately.

To do this, you are going to reread a part of “Three Cheers for the Nanny State.” Rereading will help you get better at reading.

You have been reading now for many years. All of that reading and rereading has helped you learn many words that you know by heart. These are words that you can read accurately, quickly, and you understand what they mean. This is called automaticity. However, you might struggle with sounding out words that are new to you. You might even be able to read the tricky words, but you might not understand what they mean.

One way you can figure out tricky words is by looking at the parts of the word. Understanding the meanings of root words and prefixes/suffixes can help. For example, the Latin word *prohibito* means “to forbid” and the suffix *-tion* turns a word into an action. Based on this, what does the word *prohibition* mean?

Watch a part of the following video to learn how to separate words into their parts and analyze each part’s meaning. When you break a word apart and isolate the prefix/suffix and the root word, you can now read manageable chunks of the word.

Please go online to view this video ▶

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 syllables to help you read them.
5. Read words you know with automaticity.
6. Pay attention to new words.
7. Look for the prefix, suffix, or the root word to read and understand unknown words.
8. Read more and more!
You have just learned how to look at prefixes, suffixes, and the roots of words to help you decode unknown words. 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.

Now you are going to practice reading some vocabulary words from “Three Cheers for the Nanny State.” Split each word into the prefix/suffix and find the root word.

- precisely
- contemporary
- intervention
- reflexive
- restrictions

Not only is it important to be able to read these words, but it is also important to understand what these words mean. If you don’t know the meaning of the words, then you will not be able to understand the text. Talk with your Learning Guide about the meaning of these words using what you know about the meaning of their prefixes/suffixes and root words. You can use this website to find various meanings of Latin root words.

Take a look at the Fluency Rubric. Reading accurately is the first thing that great readers do to read fluently.

Now you are going to reread paragraphs 1—3 of “Three Cheers for the Nanny State.” Your goal is to read the excerpt from the text smoothly and accurately. Remember, it is okay to slow down when you get to tricky words! Just chunk these words into syllables to help you read them.

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. Talk with your Learning Guide about any new words you read. Did the meaning of the words you sounded out earlier become clearer once you read them within the sentences? Talk with your Learning Guide about this.

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 accurately helps with reading fluency because it makes reading sound smooth.

Watch this video from 8:25 until the end to practice using prefixes/suffixes and root words to decode unknown words. Practice breaking the words into parts and reading. Discuss the meaning of each of the words with your student. Show your student the Fluency Rubric and discuss what fluent reading should sound like.
Now open up “Three Cheers for the Nanny State.” Have your student read paragraphs 1–3 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.

Now you will 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 two times, write the words down that he or she is struggling with. Have your student separate the words into syllables and practice sounding the word out syllable-by-syllable. Then have your student read the paragraphs one more time.

In the last part of this lesson, you completed a first read of “Three Cheers for the Nanny State,” an argument about the government’s right to control sugary drinks. Now, you will conduct a close read of this article to better understand how the author builds and develops her argument in myPerspectives Unit 3: What Matters, Whole-Class Learning.

Remember that close reading is using different “lenses” to look at short sections of text to dig for deeper meaning. Now, you will revisit the following short sections of text:

- Paragraph 1
- Paragraphs 8–10
- Paragraph 14

If you have a digital textbook, the Close Read activities are in the Making Meaning section of your text. If you have a printed textbook, these exercises are in the margin of the text. Complete these activities in your ELA Journal now.

**TEACHING NOTES**

- **Paragraph 1:** The author might have left the questions unanswered so that the reader would answer for himself or herself. The questions are meant to make the reader agree with the author, that this ban should not be as big a deal as people are making it out to be.

- **Paragraphs 8–10:** The author explains different biases in these paragraphs. The purpose is to explain why we do what we do. The writer included this information to help make a strong argument. By giving research-based evidence, she makes her argument stronger.
• **Paragraph 14**: The author chose this example to show that people need to follow the law to avoid making poor choices, even if it means giving up a little bit of freedom. The inclusion of the example of the speed limit shows something that could be dangerous or harmful if people were allowed to do whatever they want.

To continue your close read, go to the **Making Meaning** section of your text and complete the **Analyze the Text** activities in your ELA Journal.

### TEACHING NOTES

**POSSIBLE RESPONSES**

1. (a) The author’s tone seems to suggest that she realizes most people are capable of making good decisions, but that sometimes people need to be saved from themselves (from drinking too much soda and suffering bad health, specifically). She does not think the soda ban is necessarily a terrible idea, but people think that this ban will lead to other restrictions on their freedom.
   (b) “... we often don’t think very clearly...,” “... it’s just difficult for us to... choose accordingly. “
   “... what people fear is that this is just the beginning...”

2. (a) The larger issue is that laws are intended to stop people from harming themselves, not just in the case of drinking too much soda.
   (b) The author probably used the soda-ban debate because it’s a relatively easy subject to relate to.

3. It may be right to take a stand to help people achieve goals and avoid harm when they cannot easily do so on their own.

Remember that great readers must also be great writers. As you grow, you will read to learn about many ideas and concepts. You must be able to effectively write about your learning and thoughts to be successful. To practice your writing skills now, go to the **Language Development** section of your textbook, read the information there, then complete the **Conventions: Read It** and **Write It** activities in your ELA Journal now.

### TEACHING NOTES

**READ IT POSSIBLE RESPONSES**

1. a. independent clause
   b. dependent clause, noun clause
   c. dependent clause, adverb clause
   d. independent clause
In this part of the lesson, you completed a close read of the text to determine how the author supported her argument. As you have already learned, the structure is also a way that writers convey their ideas. Next, you will analyze the structure of “Three Cheers for the Nanny State.”

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been reading the article “Three Cheers for the Nanny State,” an argument about the government’s power to make choices for our health. Your close read revealed details the author uses to support her argument. You also know that the structure of writing is a way the author makes his or her point. Now, you will think about the structures the author used in her article.

For an author to make a successful argument, they must have logical reasoning and avoid bias:

- Logical reasoning is clear thinking that shows how the author used the facts to arrive at his or her position.
- Bias is an unfair preference either for or against an idea, person, or group.

Go to the Making Meaning section of your textbook and find the Analyze Craft and Structure activities. Read the information there and then complete the exercises in your ELA Journal. Make sure you include details from the text to support your thinking. You may recreate the chart in your ELA Journal to complete it.
Possible Responses for Chart:

FACT: Mississippi passed a law against local food/ drink restrictions. SUPPORT: We don't like being told what to do.

FACT: Cognitive biases exist. SUPPORT: Our minds can make us make bad choices.

Have students use the information they noted in their chart to answer the questions.

Possible responses:

1. (a) The author assumes that in general, Americans do not want the government telling us what to do, but the author thinks we are often wrong about what is best for us.
   (b) The author's reasons are that we as Americans can decide for ourselves what is best for us, even if we make errors or bad things sometimes happen.
   (c) The author’s reasons seem to be based on her opinions, but she does support her generalizations with evidence and examples.

2. (a) I don't think the author’s argument will benefit the health of most people, because there are certain things people will do whether there is a ban or not. People know that drinking a lot of soda is bad for them, but they still do it. The argument might benefit some people, but not most.
   (b) The author says it's not “always a mistake when someone does something imprudent,” and I think that people might have to have a personal bad experience for them to change their habits.

3. I found the author's argument to be convincing and persuasive only because she included examples not related to the soda ban of laws that help people more than they interfere with people’s freedom.

Interactive Activity

It is important for authors to avoid bias in their writing. When bias creeps into an argument, it weakens the author's point and gives opponents an opportunity to argue against the author. There are many different kinds of bias that might hinder an author’s argument. To learn more about bias, visit this website, Avoiding Bias, and read the “Basics of Avoiding Bias, Generalization, Evidence, Self-Awareness,” and “Objectivity” sections. Once you have read these sections, reread the article, “Three Cheers for the Nanny State” in myPerspectives Unit 3: What Matters, Whole-Class Learning. Think about examples in the article that show bias or examples where the author avoided bias.
TEACHING NOTES

Generalization: in Paragraph 4, the author states, “It’s a nice vision, one that makes us feel proud of ourselves. But it’s false.” The author has generalized that we are not capable of making the best decisions for ourselves, even though we are free and rational.

Evidence: The author quotes the Kahneman study in Paragraphs 8–9, which is research-based evidence, however, she states, “…we suffer from an optimism bias,” suggesting that all people suffer from this bias. This does not allow for people who might not have this bias or moments when people make decisions free from this bias.

Self-Awareness: the author often avoids this bias; however, she sometimes lets on through word choice her opinion about people making healthy choices. For example, in Paragraph 12, she states, “For some people, that’s the right choice,” allowing for readers to see an opposing viewpoint. She then writes, “They don’t care that much about their health…” which is biased language.

VOCABULARY

WORD SOLVING STRATEGIES: GREEK AND LATIN ROOTS

You have learned about using Greek and Latin roots to give you clues to an unknown word’s meaning. Let’s practice that strategy.

When you come to an unknown word, take a moment to analyze it. Do you see a prefix? Does the word have a suffix? Is the base word a root that you know? Look closely at this Common Content Area Roots and Affixes chart. Discuss the chart with your Learning Guide.

Understanding roots and affixes (prefixes and suffixes) can give you clues to understanding the meaning of an unknown word. Once you are familiar with a root or affix, you can use that knowledge in multiple situations, increasing your vocabulary. You can use this knowledge to better understand math, science, and social studies terms as well.

In your ELA Journal, list the following vocabulary words. Look at the affixes and roots. What are the clues to the meanings of each word?

- justifiable
- purposeful
In this part of the lesson, you have analyzed the structure of this argument, including the author’s use of facts, opinions, logical reasoning, and investigated her piece for bias. Next, you will continue to explore viewpoints on this topic by reading arguments from the opposing point of view.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been reading about the idea of our government regulating the sale of sugary drinks as a way to protect the people. When reading Three Cheers for the Nanny State you read an article in support of this action by the government. You analyzed the details of that article and examined how the author used facts, opinions, and logical reasoning to support her argument. You also examined bias in the article and thought about how that might have impacted her argument.

In the two articles you will read in this part of the lesson, “Ban the Ban!” and “Soda’s a Problem, but...” the authors write about their positions against the ban. In 2012, New York City’s Mayor Bloomberg pushed for a law limiting soft-drink sizes as part of his focus on public health. The law won the approval of the city’s Board of Health, but industry groups claimed it was illegal because it interfered with consumers’ choices. A judge ruled against the law because it excluded certain businesses and did not apply to all beverages.

Before you begin your first read, take a moment to think about some important vocabulary in the text. Find the Language Development section of your textbook. Complete the Concept Vocabulary and Word Study activities in your ELA Journal.
You have been reading about the idea of our government regulating the sale of sugary drinks as a way to protect the people. When reading "Three Cheers for the Nanny State" you read an article in support of this action by the government. You analyzed the details of that article and examined how the author used facts, opinions, and logical reasoning to support her argument. You also examined bias in the article and thought about how that might have impacted her argument.

In the two articles you will read in this part of the lesson, "Ban the Ban!" and "Soda's a Problem, but..." the authors write about their positions against the ban. In 2012, New York City's Mayor Bloomberg pushed for a law limiting soft-drink sizes as part of his focus on public health. The law won the approval of the city's Board of Health, but industry groups claimed it was illegal because it interfered with consumers' choices. A judge ruled against the law because it excluded certain businesses and did not apply to all beverages.

Before you begin your first read, take a moment to think about some important vocabulary in the text. Find the Language Development section of your textbook. Complete the Concept Vocabulary and Word Study activities in your ELA Journal.

**Objectives**
- To delineate and evaluate authors' arguments by analyzing evidence, reasoning, and structure
- To evaluate the sufficiency and relevancy of evidence
- To write a comparison and evaluation of arguments presented by multiple authors

**Assignments**
- Complete a first read of "Three Cheers for the Nanny State" by Sarah Conly.
- Complete the interactive activity Bias.
- Complete Close Read and Structure Analysis activities.
- Complete a first read of "Ban the Ban!" By SidneyAnne Stone and "Soda's a Problem, but..." by Karin Klein.
- Write a comparison essay.
- Write an evaluation of authors' arguments.

**TEACHING NOTES**

**CONCEPT VOCABULARY**

**Why These Words? Possible Responses:**

1. The vocabulary words draw attention to health problems related to obesity and poor diet choices, and to how the government is attempting to address these concerns.
2. Freedom, "Big Brother," initiative, interfering, decision, dictating

**Practice**

1. intentions 2. implemented 3. exemption 4. mandates 5. intervene 6. dictate

**Word Network Possible Words:**
choices, respect, decisions, liberties, individual

**Word Study Possible Responses:**
The prefix ex-, meaning “out,” contributes to the meaning of these words in this way: exhale means to breathe out; explore can mean to venture out; exceptional can mean out of the ordinary; ex- in excommunicate means cut off from.

Now that you have prepared yourself with vocabulary, you will complete the first read of these articles. As you approach these articles, keep in mind these two questions for nonfiction first reads:

- What is this text about? Who is involved?
- What are the most important sections of this text?

Now, read "Ban the Ban!" and "Soda's a Problem, but..." in myPerspectives Unit 3: What Matters, Whole-Class Learning.

**TEACHING NOTES**

Remind your student that he or she is reading an argument. To understand what the text is about, he or she should recognize that these authors oppose the ban on soda. Key supporting details include:

- The ban takes away choice, which is different than helping citizens making informed choice.
- The ban would affect some establishments, but not others, still making it possible to purchase large sodas.
- The nature of selling soda is a private transaction and the city at large is not a place that should have regulated private choices.
Once you have completed your first read, complete the Comprehension Check questions in the Making Meaning section of your textbook. Write your answers in your ELA Journal.

Possible responses:
1. Michael Bloomberg was the mayor of New York City at the time these selections were written.
2. According to “Ban the Ban!,” life is all about freedom to make your own choices.
3. The author of “Soda’s a Problem, but...” thinks that the argument is worrisome. She thinks people just need to be better informed.

Please go online to view and submit this assessment.

Selecting relevant evidence is critical to writing a successful argument. Authors must select evidence based on the claim they are supporting, their audience, and the strength of their evidence. Watch the video Identify Relevant Evidence (07:12) to think about the number of choices authors face when choosing relevant evidence.

In this part of the lesson, you completed the first read of counterarguments about the soda ban. Next, you will close read the texts to better understand the authors’ arguments.
LEARN

GRAMMAR

ACTIVE AND PASSIVE VOICE

Step 1
You have been reading to understand arguments. You know that you can use active and passive voice for effect when you write. You can break down a sentence to think about why an author chooses one voice over the other.

Read this sentence from "Soda's a Problem, But..."

Convenience stores such as 7-Eleven are overseen by the state and would be exempt, but a Burger King across the street would be restricted.

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 a sentence can be written in the active voice or passive voice. You know that writing sounds stronger and more direct if you use mostly active-voice verbs. You also know that the passive voice is appropriate when you want to emphasize the receiver of the action or when the performer of the action is unknown.
Your Learning Guide has divided this sentence into chunks. Is the sentence in active or passive voice? How do you know?

You know that active voice is generally preferred in writing because it is more direct. Why do you think the author instead used the passive voice in this sentence? If you need to, you can rewrite the sentence in the active voice to help you answer this question.

**Step 4**

Choosing between active and passive voice is a part of the author’s craft. Active voice is generally preferred because it is more direct. However, you can use passive voice mindfully to put your reader’s attention where you want it.

When you write, you can try a sentence in both voices and decide which has a stronger effect.

Practice with these sentences. First, identify the voice in each sentence. Then rewrite the sentence in the opposite voice. Then, for each sentence, explain which version you prefer and why.

- Restaurants are unable to sell large size sodas.
- The soda tax was approved by the Board of Health.
- People have been pushed by scientists into eating high levels of sugars.

**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:

- Convenience stores
- such as 7-Eleven
- are overseen
- by the state
- and would be exempt,
- but a Burger King
- across the street
- would be restricted.

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 rules are different for businesses that are run by the state and those that are run privately.

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. The author uses the coordinating conjunction but to link two independent clauses that have related ideas. The conjunction shows a relationship between the ideas. They are contrasting ideas. This helps me understand that the regulations are different for the two places.

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 type of sentence is this? How is it used to signal a relationship? What is the effect?

Step 3

Answer: Passive voice. I know because the subjects are receiving the actions.

Possible response: I think the author used passive voice because it keeps the focus on the two types of stores because the contrast is what is important in the sentence.

If your student chooses to rewrite the sentence, he or she might write something like this:

The state oversees convenience stores such as 7-Eleven and the law would exempt those stores, but the law would restrict the Burger King across the street.

Step 4

The voices are:

- active
- passive
- passive

Your student might change the voice of each sentence like this:

- Large size sodas cannot be sold by restaurants.
- The Board of Health approved the soda tax.
- Scientists have pushed people into eating high levels of sugars.
I think active voice is better because it is more direct and focused.
I think passive voice is better because the focus is on the tax itself.
I think active voice is better because it emphasizes the scientists are the ones doing the action.

**Extension**

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

Have your student read this sentence.

Convenience stores such as 7-Eleven are overseen by the state and would be exempt, but a Burger King across the street would be restricted.

Then say, "In this sentence, the author uses passive voice to emphasize the receivers of the action. You can choose between active and passive voice for effect. Write two sentences about the soda debate. Write one in active voice and one in passive voice."

Your student might write sentences like these:

- The government in New York proposed restrictions on large-size sodas.
- People have been angered by the proposed tax on sugary sodas.

Ask, "What is the effect of voice in each of your sentences?" Possible response: In my first sentence, active voice puts the emphasis on the actions of the government. In the second one, I used passive voice to keep the focus on the people. Their reaction is what's most important, so I made them the subject.

Ask, "Why should you consider voice when you write?" Possible response: It helps focus my reader's attention where I want it.

**Possible responses:**

- I think active voice is better because it is more direct and focused.
- I think passive voice is better because the focus is on the tax itself.
- I think active voice is better because it emphasizes the scientists are the ones doing the action.

**READING WITH PHRASING**

**FLUENCY**

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 for “Ban the Ban!” and “Soda’s a problem but…” and click on the audio to listen to an excerpt of the text. While you listen, follow along with the text below. Notice how the reader scoops words together into phrases instead of reading them one-by-one like a robot. The reader also uses the punctuation to help guide the phrasing. After you listen to the text being read aloud, practice reading the following excerpt on your own, using the rules of phrasing.

When Mayor Bloomberg implemented laws banning smoking in bars, parks and restaurants, that made sense. Whether or not I agreed, I understood the rationale because other people’s health would inadvertently be impacted by the smoke. When he insisted on calorie counts being posted, I think many of us cringed but, again, it made sense. If you want to know how many calories something is before you indulge, it is now spelled out for you. On days when you feel like being especially naughty, you just don’t look and order it anyway!

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 you are going to practice rereading paragraphs 2—3 of “Ban the Ban!” 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?

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 phrasing helps with reading fluency because it helps readers make meaning of the text.

Go to the e-text of “Ban the Ban!” and click on the audio to listen to paragraph 1 being read aloud, from 1:10 – 1:57.

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 have your student read paragraphs 2—3 of “Ban the Ban!” 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 paragraphs 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.

In the last part of this lesson, you completed your first read of “Ban the Ban!” and “Soda’s a Problem, but….” Now, you will close read these articles to better understand the authors’ arguments. You will close read these sections:

- “Ban the Ban!” Paragraph 2: Find words and details that the author uses to reveal her tone, or attitude, toward the subject. What do these details tell you? What conclusions can you form about why the author included these details?
- “Ban the Ban!” Paragraph 4
- “Soda’s a Problem, but…” Paragraph 4

The activities for “Ban the Ban,” paragraph 2 are listed above. If you have a digital textbook, the rest are in the Making Meaning section of your textbook. If you have a printed textbook, these activities are in the margins in myPerspectives Unit 3: What Matters, Whole-Class Learning. Complete the Close Read activities in your ELA Journal now. Ensure you write down evidence from the text to support your thinking.

## TEACHING NOTES

“Ban the Ban!” Paragraph 2: By stating *I no longer have a choice*, the reader can infer that the author does not think the ban is a good idea. The author is using a disapproving tone when stating that she has had her options taken away. This sends a message that she does not think the soda ban is an effective tool to solve the obesity epidemic.

- Remind your student that **tone** of a literary work is the writer’s attitude toward his or her audience and subject. This tone can often be described by a single adjective, such as formal or informal, serious or playful, gentle or bitter, naive or ironic, sympathetic or scathing, friendly or distant,
To continue thinking about the author’s argument, find the Making Meaning section of your textbook and complete the Analyze the Text activities in your ELA Journal. Include evidence to support your thinking.

### TEACHING NOTES

#### POSSIBLE RESPONSES

1. (a) The author means that if we let the government decide how much soda we are allowed to have, then they will surely start taking away other personal choices, like what we are allowed to eat.
   
   (b) The author talks about our “basic freedoms” and believes that if we are told how much soda we’re allowed to drink, then we’ll soon be told what kind of popcorn we can have at the movies.

2. (a) The judge stopped the new rules from being put into effect partly because it would be hard to enforce the rules the same way in different places. Another reason is because the law was not approved by everyone that needed to approve it.
   
   (b) The author believes that because the rules for selling soda would not be the same in all places, the law would not be effective.

3. (a) The author views the public as ill-informed, but not helpless.
   
   (b) I don’t really agree with her views that the public is ill-informed, but I do think that not everyone seeks out the information available to them.

4. Responses will vary.

You have learned that the structure of a text can be just as important as the content of the writing itself. To complete your analysis of these arguments, go to the Making Meaning section of your textbook and find the Analyze Craft and Structure activities. Read the information there, then complete the practice activities in your ELA Journal.
PRACTICE POSSIBLE RESPONSES

1. Both authors argue that the soda ban should not be put into law.
2. a. Both articles cite the actual ban of soda in a cup larger than 16 ounces.
   b. Stone's article includes information about other rules Bloomberg has enforced, such as smoking in parks.
3. The statement suggests that New York is no longer fun—a broad generalization.
4. The statement includes the “slippery slope” fallacy by suggesting that soda bans will lead to many other restrictions on people’s lives.
5. Answers will vary. Students should defend their positions.

ANOTHER WAY...

Evaluating Argument

If you find it challenging to decide which author presents a more convincing argument, you can take some steps to organize your thinking.

Draw this chart in your ELA Journal:

<table>
<thead>
<tr>
<th>Argument</th>
<th>Strongest Supporting Evidence/Reasons</th>
<th>Logical Fallacies and Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ban the Ban!”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Soda’s a problem but...”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To fill in the chart, use your notes from answering the Making Meaning questions in this lesson part and the previous one. If you have gaps in your chart after going through your notes, return to the text and use the highlighting tool to highlight the strongest evidence in each piece and any logical fallacies you find. Add your findings to the chart.

After you complete the chart, compare and contrast your findings. Ask yourself if the logical fallacies hurt the author’s argument. Ask yourself which author’s support is strongest and why. This will help you evaluate the arguments in order to decide which is more convincing. This will help you answer the question.

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**TEACHING NOTES**

If your student is struggling to evaluate the arguments to decide which is more convincing, encourage your student to organize his or her thinking in a chart. Your student has answered multiple sections of questions about the texts. This chart will help him or her synthesize thinking in order to answer the questions.

Your student should use his or her answers from previous questions to fill in the chart. If your student still has gaps in the chart after reviewing his or her answers, have your student return to the text to highlight more evidence/reasons and logical fallacies. Your student should use a different color for each. Your student can do this by using the cursor to highlight text and then selecting "Highlight" and then a color in the pop-up.

After your student completes the chart, have him or her compare and contrast the evidence and reasons. Have your student consider which pieces are supported by facts. Have your student think about the logical fallacies he or she noted. Have your student think about whether those logical fallacies damage the author’s argument.

After your student has organized his or her thoughts to compare and contrast the arguments, have him or her return to the question to evaluate which is more convincing.

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**VOCABULARY**

**USING CONTEXT CLUES: SENTENCE-LEVEL CONNECTIONS**

You have been practicing using context clues to solve unknown words. Sentence-level connections are one type of context clue. This means you use the other words in a sentence or paragraph to understand an unknown word.

An author often includes hints (or clues) to help the reader expand vocabulary and grasp the meaning of the text. Increasing your skill level in using context clues will help you comprehend advanced texts more easily.

Complete this [worksheet] for more practice in using sentence-level connections.
In this part of the lesson, you completed an analysis of “Ban the Ban!” and “Soda’s a Problem, but....” You used close reading skills to think about how the authors make their arguments. You also thought about how the authors used logic to defend their positions. Next time, you will prewrite in preparation to write a comparison-and-contrast piece about two these articles and “Three Cheers for the Nanny State”.

 RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have read three articles about government regulation of soda. You have seen both sides of the argument and analyzed the authors’ craft in creating their arguments. Now, you will write to compare these articles.

Go to the **Effective Expression** section of your textbook in *myPerspectives* Unit 3: What Matters, Whole-Class Learning and find the **Writing to Compare** activity. You are going to write an argumentative essay in which you state a claim about which of the three arguments you found most convincing.

Good writers often go through the writing process:

- Prewrite
- Draft
- Revise
- Edit
- Publish

Even if writers are not publishing a work for a broad audience, these steps help to ensure that they produce quality work. The length and depth of each step may be different for different pieces, but the writing process itself remains the same.
You are going to complete prewriting and prepare to draft. Prewriting is important because it helps you organize your thoughts and ideas in a way that will help you write them more clearly and concisely.

Read the information in Writing to Compare. Then, complete the Planning and Prewriting activities in your ELA Journal. You can recreate the chart in your Journal to complete it. Make sure you complete the questions as well. Take your time to reread the articles to make sure you develop deep, analytical thoughts.

### TEACHING NOTES

#### POSSIBLE RESPONSES

<table>
<thead>
<tr>
<th></th>
<th>“Three Cheers for the Nanny State”</th>
<th>“Ban the Ban!”</th>
<th>“Soda’s a Problem, but…”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts Included</td>
<td>Details about the ban; details about human biases</td>
<td>Details about the ban; details about other Bloomberg initiatives</td>
<td>Details about ban and exemption</td>
</tr>
<tr>
<td>Conclusion or Interpretation Based on Facts</td>
<td>Good idea, but this is not about soda.</td>
<td>Don't take away civil rights; beware a slippery slope.</td>
<td>Bloomberg doesn't have this right; he shouldn't treat people like babies.</td>
</tr>
<tr>
<td>Author's Personal Opinions (If Any)</td>
<td>This is not such a big deal.</td>
<td>Obesity is a problem; New York will be less fun.</td>
<td>Soda is bad for you; schools don't have to enable obesity.</td>
</tr>
</tbody>
</table>

1. Responses will vary but may include that the authors disagree on the facts; they disagree on whether individuals are responsible enough to cut down on soda without government intervention.
2. Responses will vary.
3. Responses will vary; ask your student to defend his or her ideas.

Once you have finished your prewriting, go to the Drafting activity in the Effective Expression section of your textbook. There you will find some information about how to write a strong, concise claim. Read the information there and draft a claim for your essay. Remember that a claim directs your entire essay. Spend some time today really working on your claim. Make it narrow. Once you have a claim that you
believe is high-quality, begin to gather evidence for your essay that you will draft tomorrow. By the end of this part of the lesson, you should have a claim and all the evidence from the articles that you will need to support the claim.

### TEACHING NOTES

Ask your student the difference between the broad and narrower claim presented in the text. The narrower claim includes the words “In general” and “reasonably.” While these words narrow the ideas that will be written in the essay, they are not the narrowest that this claim could become. Ask your student what might narrow the claim even more effectively. Your student might respond:

- Including the reasons in the claim. For example, “In general, laws governing food safety do a reasonably good job of protecting public health because they help consumers make informed decisions and protect those that are not informed.”
- Including the counterclaim. For example, “Although laws governing food safety do strip some individual freedoms, they do a reasonably good job protecting the public health.”

Your student should create at least 2–3 drafts of his or her claim. This is the driving force of his or her entire essay. An entire part of this lesson has been devoted to these activities. Encourage him or her to slow down and really think about he or she can truly make an effective claim.

Once your student has a final draft of his or her claim, he or she should return to the articles to gather evidence. Similarly, encourage him or her to take the time to select strong evidence. In this part of the lesson, he or she learned about relevant evidence. Ask your student to recall these principles as he or she is searching for evidence.

You took part in the prewriting phase of the writing process. You spent some time truly crafting a narrow claim and gathering evidence to support your claim. Keep your materials from this part of the lesson; you will use them to draft your essay.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### Should Soda Be Banned? - Part 7

#### Objectives
- To delineate and evaluate authors’ arguments by analyzing evidence, reasoning, and structure
- To evaluate the sufficiency and relevancy of evidence
- To write a comparison and evaluation of arguments presented by multiple authors

#### Books & Materials
- MyPerspectives text
- ELA Journal
- Computer

#### Assignments
- Complete a first read of “Three Cheers for the Nanny State” by Sarah Conly.
- Complete the interactive activity Bias.
- Complete Close Read and Structure Analysis activities.
- Complete a first read of “Ban the Ban!” By SidneyAnne Stone and “Soda’s a Problem, but...” by Karin Klein.
- Write a comparison essay.
- Write an evaluation of authors’ arguments.

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### LEARN

You have already begun your prewriting for a comparison essay and organized your thoughts to prepare strong ideas. As you work on your draft, think about if spending this time to make your drafting more effective. You will complete the remaining steps in the writing process: drafting, revising, editing, publishing.

To begin this part of the lesson, draft your essay in your ELA Journal or on a computer. This is a first draft, just get your ideas on the page. You will revise after you draft. Use your notes from the last class and the articles you have read. Begin your drafting now.

### TEACHING NOTES

If your student is struggling to draft, have him or her reread the assignment information in the Effective Expression section of the textbook. If your student still needs more assistance, encourage him or her to outline the essay using the main points. Your student might use an online outline, to create an effective outline.

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Once you have finished your first draft of your essay, find the Review, Revise, and Edit activities in the Effective Expression section of your textbook in myPerspectives Unit 3: What Matters, Whole-Class Learning. Revise your essay for cohesion using the information in your textbook. Once you have finished revisions, check your spelling and grammar. Correct any mistakes that you find. If you are using a word processing program, you may use the spelling and grammar check tool to edit your essay.
The unclear and clear connection examples in your student’s textbook show using transition words (first, second, etc.) as a way to connect and create cohesion between ideas in the essay. Your student should be using a variety of these words to create cohesion between ideas. Some words your student might use include:

- In addition, because of this, due to, similarly
- However, on the other hand, otherwise

Encourage your student to look at his or her analysis of the evidence selected to support his or her points. If your student has not provided a robust, thoughtful analysis of how the evidence supports the point, encourage him or her to write more to reveal his or her thoughts to the reader. If your student struggles to do this, ask, “Why did you select that evidence?” His or her answer to this question will generally be the analysis that should be written in the essay.

Once you have revised your essay and it is ready to be published, share your essay with your group. Take some time to read others’ essays. Think about the claims and cohesion of the essays you read. Think about what you did well and how you can improve your essays in the future.

In this part of the lesson, you completed the writing process in your comparison essay. You thought about creating cohesion in ideas in your writing and how drawing these connections creates a stronger argument. Next, you will synthesize your ideas from this essay in the USE of this lesson.

Please go online to view and submit this assessment.
Should Soda Be Banned? - Part 8

Objectives
- To delineate and evaluate authors’ arguments by analyzing evidence, reasoning, and structure
- To evaluate the sufficiency and relevancy of evidence
- To write a comparison and evaluation of arguments presented by multiple authors

Books & Materials
- MyPerspectives text
- Computer

Assignments
- Complete a first read of "Three Cheers for the Nanny State" by Sarah Conly.
- Complete the interactive activity Bias.
- Complete Close Read and Structure Analysis activities.
- Complete a first read of "Ban the Ban!" By SidneyAnne Stone and "Soda's a Problem, but..." by Karin Klein.
- Write a comparison essay.
- Write an evaluation of authors’ arguments.

ANOTHER WAY...

Evaluating Arguments for and against Banning Sizes of Soda

You will be writing a two-to-three paragraph essay evaluating differing arguments for and against banning large sizes of soda that people can buy (and about governmental control of our choices in general). You will form your opinion based on reading three articles.

First, brainstorm ideas using a Web B Graphic Organizer. In the middle of the web, write your opinion on the topic. This opinion should state whether you think Conly's argument or Stone's/Klein's argument is stronger.

In the six bubbles of the web, write down different points made in the articles that made the argument strong. Write what made the particular argument strong. Note that you do not have to fill in each bubble and you do not have to write in complete sentences for this brainstorming and pre-writing activity.

Your student will complete a Web B Graphic Organizer to brainstorm his or her opinion about banning large sizes of soda that people can buy (and about governmental control of our choices in general). Your student will consider the three articles he or she read about this topic and write about which argument/side is stronger. This brainstorming will help your student write a two-to-three paragraph essay about this topic.
Your student's graphic organizer might include some of the following ideas. These are just an example and may vary depending upon your student's opinion.

**Topic:** Stone and Klein make stronger arguments (against the soda ban).

*Bubble 1:* Stone says that some government bans, such as smoking in public places, make sense but that banning the size of soda people can buy goes too far and takes away an individual's choice. Stone argues that we cannot allow the government to make these types of choices for us. This is a strong argument with useful examples.

*Bubble 2:* Klein says that even though soda is bad for people, it is wrong for one person or for the government to dictate how large a cup of soda a person is allowed to have. This is also a strong argument, since it shows the line at which governmental control is too much.

Note that the ideas and opinions based on the reading may be different for each student.
USE FOR MASTERY

Once you have reviewed the articles and your notes, write your response. Upload your answer below.

Did you:

- Present a clear claim regarding the arguments on each side of the soda ban debate?
- Provide reasons to support your claim?
- Include at least three pieces of evidence that are relevant to the reasons presented?
- Offer at least three instances of analysis and reasoning that connect the evidence presented to the reasons?
- Write a concluding statement or section that follows from the argument?
- Meet the writing length requirement?

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

0 / 12 File Limit

0 / 10000 Word Limit
What Problem Would You Solve? - Part 1

**Objectives**
- To engage in the writing process to write a problem-and-solution essay
- To compose an argument with all the elements of effective opinion writing

**Books & Materials**
- ELA Journal
- Computer
- “Barrington Irving, Pilot and Educator” from National Geographic

**Assignments**
- Prewrite for a problem-and-solution essay.
- Draft the problem-and-solution essay.
- Revise and edit the problem-and-solution essay.
- Publish the problem-and-solution essay.

**LEARN**

**LEARN ABOUT...**

**Problems in the World**

You are going to be choosing and writing about a problem you would like to solve. Before you do so, let's get some background knowledge!

Read this article, called “These Are the World's 10 Most Serious Problems, According to Millennials.” This will help you learn more about world problems that people consider to be major concerns. Keep in mind that while your problem may be related to one or more of the ten problems listed in the article, the problem you choose is up to you and may be totally unrelated to the article.

After you read, answer these questions about problems in the world:

1. What do millennials consider the fourth most serious problem?
2. What do millennials consider the second most serious problem?

**TEACHING NOTES**

Your student will be reading a background article about problems that millennials consider to be major concerns. This will prepare your student for a later portion of the lesson, in which he or she will choose a problem to write about that he or she thinks is important and would like to solve.

After reading this article, your student should know more about some major concerns in the world.
What Problem Would You Solve? - Part 1

LEARN
Problems in the World
You are going to be choosing and writing about a problem you would like to solve. Before you do so, let’s get some background knowledge!

Read this article, called “These Are the World’s 10 Most Serious Problems, According to Millennials.” This will help you learn more about world problems that people consider to be major concerns. Keep in mind that while your problem may be related to one or more of the ten problems listed in the article, the problem you choose is up to you and may be totally unrelated to the article.

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1. What do millennials consider the fourth most serious problem?
2. What do millennials consider the second most serious problem?

Your student will be reading a background article about problems that millennials consider to be major concerns. This will prepare your student for a later portion of the lesson, in which he or she will choose a problem to write about that he or she thinks is important and would like to solve.

ANSWERS
1. Poverty
2. War and other large-scale conflicts

ANOTHER WAY...

Brainstorming Problems That Need to Be Solved

Later in this lesson, you will be writing an essay about a problem that needs to be solved and a solution to that problem.

You can brainstorm ideas for your essay using a Web B Graphic Organizer. In the middle, write your topic: “Problems I Think Need to Be Solved.”

In the six bubbles, write some different problems you consider important. Note that you do not have to fill in each bubble and you do not have to write in complete sentences for this brainstorming and pre-writing activity.

Narrowing Down Problems and Brainstorming Solutions

You have been asked to brainstorm various problems that you believe need to be solved.

It’s time to narrow down your list of problems to three (if you had more than three possible choices listed in the last activity).

To help you brainstorm for this writing assignment, in which you will list problems and solutions, you can use a Ticktacktoe Graphic Organizer. At the top of the first column (which go downward), write one problem that you chose. At the top of the second column, write another problem that you chose. At the top of the third column, write the third problem that you chose. Under each of the problems, write a note or two about possible solutions to the issues you identified.

TEACHING NOTES

Your student will complete a Web B Graphic Organizer to write down problems he or she thinks need to be solved. This will help your student write a problem-and-solution essay about one particular problem later in the lesson.

Your student’s web might include some of the following ideas. Ideas will vary depending on your student’s particular ideas.

Topic: Problems I Think Need to Be Solved

Bubble 1: Obesity
Brainstorming Problems That Need to Be Solved

Later in this lesson, you will be writing an essay about a problem that needs to be solved and a solution to that problem. You can brainstorm ideas for your essay using a Web B Graphic Organizer. In the middle, write your topic: “Problems I Think Need to Be Solved.” In the six bubbles, write some different problems you consider important. Note that you do not have to fill in each bubble and you do not have to write in complete sentences for this brainstorming and pre-writing activity.

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Your student will complete a Web B Graphic Organizer to write down problems he or she thinks need to be solved. This will help your student write a problem-and-solution essay about one particular problem later in the lesson.

Your student’s graphic organizer might include some of the following ideas:

- **Topic**: Problems I Think Need to Be Solved
- **Bubble 1**: Obesity
- **Bubble 2**: Poverty
- **Bubble 3**: Homelessness
- **Bubble 4**: Politicians who say one thing and do another

Your student will complete a Ticktacktoe Graphic Organizer to brainstorm solutions to problems. This is preparation for an essay he or she will write later in the lesson, about a problem in the world that your student wants to solve.

Your student’s graphic organizer might include some of the following ideas:

- **Column 1**: Poverty – make jobs more easily available, make jobs pay more
- **Column 2**: Obesity – more education about nutrition, make healthy foods more readily available
- **Column 3**: Homelessness – make more housing affordable and available, give people an option to work for rent and utilities instead of having to pay for it or give them more options for low-cost housing

You have been reading arguments about problems that the authors of the articles wanted to solve. Barrington Irving wanted to find a way to inspire young people and provide opportunities for them to be involved in scientific learning and aviation. You also read three arguments about the soda ban in New York City and found that the authors had different points of view about how to solve a problem related to public health.

Beginning now, you are going to write a problem-and-solution essay about a problem you would like to solve in the world. You learned in the last lesson that the writing process follows these steps:

1. Prewriting
2. Drafting
3. Revising
4. Editing
5. Publishing

In the last lesson, you spent longer on the prewriting step to think about how to make a narrow, concise claim. In prewriting, you also evaluated your evidence to make sure it was relevant to your claim and reasons. Now, you will prewrite again; pay attention to these elements to prepare to successfully draft your essay.
Now, find the Unit 3 Performance Task: Writing Focus section in your textbook. Read the information under Write an Argument. Once you have read and understand that information, complete the Prewriting/Planning activities in your ELA Journal.

TEACHING NOTES

Choose a Focus: Encourage your student to discuss issues that he or she might like to discuss in his or her essay. If your student has a passion for a particular cause, this essay is a perfect opportunity to express his or her passion in a writing assignment.

GATHER EVIDENCE FROM SOURCES
While the writer’s background knowledge and experiences count, it is always good to support an argument with documented facts from reliable sources. Take this opportunity to remind your student that not all websites are reliable. Point him or her in the direction of acceptable online resources. Your student may also return to the articles read in this unit and think about what evidence he or she found relevant in these texts.

CONNECT ACROSS TEXTS
Your student can use Barrington Irving’s experience as an example of how a person can make change happen. The article about his life should serve to inspire his or her argument. The other articles are a point and counter-point. All of the articles are example of successful argument pieces. Your student can refer to them for writing style. Ask, “How did the writers use evidence as well as writing conventions to make their pieces more effective?”

If your student is having trouble organizing his or her ideas, a simple graphic organizer can be created in his or her ELA Journal similar to the one below:

<table>
<thead>
<tr>
<th>Argument: Thesis Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim</td>
</tr>
<tr>
<td>Claim</td>
</tr>
<tr>
<td>Counterclaim</td>
</tr>
<tr>
<td>Counterclaim</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

As you end this part of the lesson, review your evidence. Ensure it is relevant, that it is sufficient, and that your evidence clearly illuminates the problem for your reader. If you find that some of your evidence is irrelevant or you need more, continue to search for more evidence. You need sufficient evidence about the problem and the solution.
You have completed your prewriting for your problem-and-solution essay. Next, you will begin the next step in the writing process: drafting.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
## What Problem Would You Solve? - Part 2

### Objectives
- To engage in the writing process to write a problem-and-solution essay
- To compose an argument with all the elements of effective opinion writing

### Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- “Barrington Irving, Pilot and Educator” from National Geographic

### Assignments
- Prewrite for a problem-and-solution essay.
- Draft the problem-and-solution essay.
- Revise and edit the problem-and-solution essay.
- Publish the problem-and-solution essay.

### LEARN

In the last part of this lesson, you completed the first step in the writing process, prewriting. Now you will begin drafting your essay. To begin, return to the Unit 3 Performance Task: Writing Focus in your text in *myPerspectives* Unit 3: What Matters, Whole-Class Learning. To begin, reread the information in the Write and Argument section. You will be responsible for ensuring your essay answers the entire prompt and has all the elements of an argument listed in this section.

Once you have reviewed your assignment, read the information in the Drafting section of your text and complete the activities in that section in your ELA Journal. Once you have completed these activities, begin writing a rough draft of your essay. You may write your essay by hand in your ELA Journal or in a word processing platform.

### TEACHING NOTES

#### ORGANIZE IDEAS AND EVIDENCE
How does a writer decide the order of the evidence presented? In the end, the goal is to create the most convincing argument possible. Point out to your student that as he or she thinks about how to organize the information in his or her evidence, evidence should be organized so it can have the greatest impact. Suggest that he or she begin by identifying the strongest, most compelling piece of evidence. Then, he or she can add the supporting details and work on logical order of other evidence and details he or she wishes to present.

#### WRITE A FIRST DRAFT
Encourage your student to write freely in the first draft. The goal should be to get his or her ideas down on paper, incorporating all the elements of an argument. Later, he or she can concentrate on organizing their ideas and editing their language.

By the end of this part of the lesson, your student should have completed the majority of his or her draft. This will allow him or her to begin revising the draft in the next part.
You have worked on your draft of your problem-and-solution essay. You thought about how you were going to structure your ideas and supporting evidence in your essay to create a compelling argument. Next, you will continue drafting and begin the next step in the writing process, revising.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have started your draft of your problem-and-solution essay. Before you can move to the revising step of the writing process, you need a complete first draft. To begin this part of the lesson, complete your first draft of your essay. Remember to use the texts from this unit as models for your writing. Review those texts as you complete your writing. Mimic the effective elements of these articles to increase the effectiveness of your own essay! Now, finish drafting your problem-and-solution essay.

As your student writes his or her conclusion, encourage him or her to return to the model texts and read the concluding sections. These will provide a model for how a conclusion can follow from the argument. Additionally, ask him or her which concluding sections he or she found most effective and why. Great writers often mimic the elements of effective writing to increase their own skill.

Please go online to view and submit this assessment.

As you become a more sophisticated writer, your arguments must become more sophisticated as well. Return to the Elements of an Argument in the Performance Task: Writing Focus to remind yourself of how to make a sophisticated argument. To see these elements in action, go to p. 96 of this document.
On this page, there is an annotated example of an effective argument written by another 8th-grade student. Notice what this student does well and mimic these elements in your own writing today.

Note, however, that often when keeping a formal style, essays are written in the third person, meaning no use of the words “I, me, you, we, us,” etc. You can replace these words with the third-person “one:”

- Instead of second person: If you’re distracted while doing one of these things it can have dire consequences for yourself and for others.
- Use third person: If one is distracted while doing these things, it can have dire consequences for that person and others.

Or with the name of an organization or group:

- Instead of first person: What makes us truly great is our ability to think deeply and focus...
- Use third person: What makes the students at Thurgood High School truly great is their ability to think deeply and focus...

Or leave out the pronoun altogether:

- Instead of first person: I think that everyone in the school should not use any electronics for one week.
- Third person: Everyone in the school should refrain from using any electronics for one week.

Avoid the use of the first person to make your essay even more formal.

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**GRAMMAR**

**VERB MOOD: USING MOOD FOR EFFECT**

**Step 1**

You have been writing a problem-and-solution essay. As you prepare to revise your essay, you can stop and think about how verb mood can be used for effect.

Read this sentence from “Three Cheers for the Nanny State.”

Why has there been so much fuss about New York City’s attempt to impose a soda ban, or more precisely, a ban on large-size “sugary drinks”?

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 have learned about several verb moods. Review each mood:

- Indicative (or declarative) mood expresses a statement of fact or opinion stated as fact.
- Interrogative mood expresses a question.
- Imperative mood expresses a command or request.
- Subjunctive mood expresses a doubt, a hope, or an imaginary situation.
- Conditional mood expresses the conditions under which something will happen.

Read the sentence. What mood is it? How do you know?

This is the sentence that opens the opinion piece. The author likely thought carefully about how to begin the text. This included thinking about what mood to use. The mood of a sentence affects tone.

Your Learning Guide will show you another way the author could have written the sentence. What is the mood of this sentence?

Think about this new sentence and the one the author wrote. Think about tone. What is the effect of the mood in each sentence? Why do you think the author decided to open the essay with a sentence in the interrogative mood?

Why is it important to consider verb mood when you write?

Step 4

You know that verb mood contributes to tone. An author uses verb mood for effect. This is part of the author’s craft. You can practice writing sentences with different moods. This will help you choose the most appropriate mood in your writing.

You already looked at shifting the sentence from the interrogative to the indicative mood. You can also experiment with revising the sentence to imperative, subjunctive, and conditional mood. Try rewriting the sentence with each of those three moods. Your sentences might have to change quite a bit to fit the mood. Just try to keep the basic meaning intact.

Look at the original sentence. Compare and contrast it with the sentences in the interrogative, imperative, subjunctive, and conditional moods. Which one do you think is the strongest choice for beginning the essay? Why?
You have learned about several verb moods. Review each mood:

- **Indicative (or declarative) mood** expresses a statement of fact or opinion stated as fact.
- **Interrogative mood** expresses a question.
- **Imperative mood** expresses a command or request.
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Think about this new sentence and the one the author wrote. Think about tone. What is the effect of the mood in each sentence? Why do you think the author decided to open the essay with a sentence in the interrogative mood?

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Look at the original sentence. Compare and contrast it with the sentences in the interrogative, imperative, subjunctive, and conditional moods. Which one do you think is the strongest choice for beginning the essay? Why?

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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:

- Why has there been
- so much fuss
- about New York City's attempt
- to impose
- a soda ban,
- or more precisely,
- a ban
- on large-size "sugary drinks"?

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: The author is questioning why people have been upset about the city’s proposed ban on large-size sodas and other sugary drinks.

**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 commas to indicate pauses where she gives a more exact description of the ban. The commas help me understand that she is giving information that isn’t essential to the meaning of the main part of the sentence. It’s extra information that helps me get a clearer picture of what is going on.

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 commas in the sentence? What is the effect?
Step 3

Answer: interrogative; it’s asking a question

Prepare a sentence strip or index card that says:

There has been

Prepare a second sentence strip or index card with a period on it. Replace the first strip in the sentence with the one that says “There has been” and cover the question mark with the period.

Answer: indicative

Possible response: The effect of the indicative is that it feels like a straightforward fact. The interrogative one feels like an invitation to think about the subject. It feels like a conversation the author wants to have with the reader.

Possible response: It’s important because it affects the tone. Mood will affect the way a reader feels about what he or she is reading.

Step 4

Your student might write sentences like these:

- Imperative: Keep fussing about New York City’s attempt to impose a soda ban!
- Subjunctive: People are demanding that New York City rethink the attempt to impose a soda ban.
- Conditional: If people don’t like the ban on large-size “sugary drinks,” they will keep fussing about it.

If your student struggles to rewrite the sentence in the different moods, write out and display the above sentences and have him or her identify the mood in each.

Possible response: I think the author’s choice of using the interrogative mood is the best one. It engages the reader in the debate right away. It makes the reader think about his or her opinion on the subject and then read on with that opinion in mind.

Extension

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

Have your student read this sentence:

Why has there been so much fuss about New York City’s attempt to impose a soda ban, or more precisely, a ban on large-size “sugary drinks”?
Say, “In this sentence, the author uses the interrogative mood to engage the reader in the topic. When you revise your problem-and-solution essay, you can revise sentences to change the mood. You can do this to create tone in your writing. As you revise, you can think about what tone is most effective for your essay.”

Have your student review his or her problem-and-solution essay and find a sentence that might be more effective in a different mood. Have your student first identify the mood of the sentence. Then have your student rewrite the sentence in at least two different moods and decide which is strongest and why. Have your student include this new sentence in his or her revision.

If your student struggles to write the sentences, have him or her return to the description of mood in Step 1 and/or use the sentences in Step 4 as a model.

Encourage your student to continue to consider mood as he or she revises the essay today.

Now that you have a complete draft, the first step in the revision process is to assess the organization and structure of your ideas. Reread your essay and evaluate the following points:

- Is your thesis clear and narrow, setting the stage for your reader to understand the issue you have selected?
- Are your reasons and key points organized in a way that they have the most impact?
- Is your evidence relevant to each one of your key points?
- Have you analyzed your evidence and given logical reasoning as to why your evidence supports your points?
- Have you provided a concluding section for your essay that draws your argument to a close?

As you reread your essay for these elements, make any revisions necessary to address all of these areas. Once you have made all necessary revisions, set your essay aside for the day. In the next part of this lesson, you will finish the revision process before you edit and publish your essay.
Now that you have a complete draft, the first step in the revision process is to assess the organization and structure of your ideas. Reread your essay and evaluate the following points:

- Is your thesis clear and narrow, setting the stage for your reader to understand the issue you have selected?
- Are your reasons and key points organized in a way that they have the most impact?
- Is your evidence relevant to each one of your key points?
- Have you analyzed your evidence and given logical reasoning as to why your evidence supports your points?
- Have you provided a concluding section for your essay that draws your argument to a close?

As you reread your essay for these elements, make any revisions necessary to address all of these areas. Once you have made all necessary revisions, set your essay aside for the day. In the next part of this lesson, you will finish the revision process before you edit and publish your essay.

If your student struggles to recall any of the vocabulary taught throughout this unit, such as “narrow claim,” “structure,” or “logical reasoning,” encourage him or her to return to work completed in previous lessons to refresh his or her understanding.

Remind your student of the organization for their ideas they created in the first part of this lesson. Generally, arguments are organized by introducing the strongest point first and placing the counterargument at the end of the essay. Your student may refer to the texts read in this unit to see examples of this structure.
What Problem Would You Solve? - Part 4

Objectives
- To engage in the writing process to write a problem-and-solution essay
- To compose an argument with all the elements of effective opinion writing

Books & Materials
- MyPerspectives text
- Computer

Assignments
- Prewrite for a problem-and-solution essay.
- Draft the problem-and-solution essay.
- Revise and edit the problem-and-solution essay.
- Publish the problem-and-solution essay.

In the last part of this lesson, you moved into the revision stage of the writing process. Now, you will finish revising your essay, prepare to edit, and then publish. To find the next step in the revision process, return to the Unit 3 Performance Task: Writing Focus. Find the section Revising for Pronoun-Antecedent Agreement under Language Development in myPerspectives Unit 3: What Matters, Whole-Class Learning. Read the information there, then reread your essay and revise your pronouns-antecedent agreement.

READ IT
Why do pronouns and antecedents need to match? In order for a reader to follow the writer’s meaning, the relationship between the pronoun and the thing to which it refers must be easily identified. Provide an example of a sentence in which the pronoun and antecedent do not match, such as, “The students studied for her Algebra test.” Ask your student to identify and fix the mistake. Ask: Why is this sentence incorrect? Possible response: It is incorrect because the reader is led to believe that the parts of the sentence refer to different things.

WRITE IT
Indefinite pronouns are pronouns that are not specific as to which noun they replace. They may be singular or plural and must agree with their antecedents in number.

Indefinite pronouns can refer to nonspecific nouns, such as anything, no one, anybody, someone, or something. For example, I hear someone talking does not specifically identify the person someone refers to.

An indefinite pronoun can also refer back to a specific noun that appears in a sentence or in text. Some of these indefinite pronouns are all, each, neither, and several. For example: Did he eat all of
that cake? (all refers to cake); The class is going to have a party, and everyone is invited. (everyone refers to the class)

Singular indefinite: It is always the same; nothing is new here.

Plural indefinite: They are big fans of football because both played as children.

An antecedent that can be either singular or plural: You can choose any flavor, and it will be delicious. Or, I will watch any of those movies because all of them are excellent.

In the last part of the lesson, you spent considerable time thinking about your prewriting. Notice in this lesson, you are spending more time on revision. You can strategically use the writing process based on the type of writing, the audience, and your strengths to produce the best writing possible.

As your final step in the revision process, find the activities in your textbook in the Revising section.

- Evaluating Your Draft
- Maintain Formal Style
- Use Relevant Logical Evidence

Use the checklist and the information in these sections to make the final revisions to your essay. Remember that as you are revising, you are making your writing stronger with each revision. This meticulous process of revision is a similar process you might want to use in future writing to ensure you are producing your best writing.

Once you have completed all revisions, set your writing aside for the day. Next, you will edit and publish your essay.

While revising, if your student is struggling to maintain a formal style, have him or her suggest examples of informal language that might not help support his or her arguments. Then, have your student revise the examples, making them more formal and appropriate for academic writing.

Please go online to view and submit this assessment.
What Problem Would You Solve? - Part 5

Objectives
- To engage in the writing process to write a problem-and-solution essay
- To compose an argument with all the elements of effective opinion writing

Books & Materials
- MyPerspectives text
- ELA Journal
- Reading Log
- Computer
- "Freedom of the Press?" from National Geographic
- "Barrington Irving, Pilot and Educator" from National Geographic
- "Three Cheers for the Nanny State" by Sarah Conly
- "Ban the Ban!" by SidneyAnne Stone
- "Soda's a Problem, but..." by Karin Klein

Assignments
- Prewrite for a problem-and-solution essay.
- Draft the problem-and-solution essay.
- Revise and edit the problem-and-solution essay.
- Publish the problem-and-solution essay.

Learning

You have been engaging in the writing process. You have completed prewriting, drafting, and revising. You have learned that you can emphasize various steps in the writing process to strengthen your writing based on the assignment and your needs. Now, you will complete the editing step in the writing process and then publish your essay in this lesson.

Editing is different than revising. Revising is about ideas. Editing is about correctness. When you edit, you ensure your writing is free of spelling and grammatical errors. Return to the Performance Task: Writing Focus section of Unit 3 in your textbook. In this section, find the Editing and Proofreading activities in myPerspectives Unit 3: What Matters, Whole-Class Learning. If you are using a word processing platform, you can also use the grammar and spell check tools to help edit your essay. Remember, these tools are not foolproof; double check the work of the spell check.

Edit your essay now.

Teaching Notes

Remind your student that editing and proofreading one's own work can be difficult. Often, a writer sees the piece of writing the way it was meant to be written, rather than the way it was actually written. Some strategies for overcoming this include:

- reading a sentence backward to check for spelling errors
- reading your work aloud
- pointing to each word as it is read aloud to ensure there are no extraneous or skipped words
You have arrived at the final step of the writing process: publishing. You have thoroughly revised your essay and proofread to make sure it is free of errors. Go back to the Assignment section of the Performance Task: Writing Focus in your textbook. Review the Elements of an Argument there. Check that your essay has each of the elements; you may wish to highlight or underline each element in your draft. If you need to, revise your writing to include all the elements.

USE FOR MASTERY

Read your essay one final time and make any final revisions or edits you would like to make. Then, upload your answer below.

Supported file formats: PDF, JPG, GIF, PNG, Word
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Introduce your claim, acknowledge and distinguish your claim and any alternate or opposing claims, and organize the reasons and evidence from sources logically?
- Support your claim with logical reasoning and relevant quoted evidence, using accurate, credible sources and demonstrating and understanding of the topic or text?
- Use words, phrases, and clauses to create cohesion and clarify the relationships among your claim, counterclaims, reasons, and evidence?
- Establish and maintain a formal style?
- Provide a concluding statement that encourages the reader to accept the author’s viewpoint and supports the argument presented?
- Use correct grammar and spelling throughout?
LEARN ABOUT...

CHIEF JOSEPH

You are going to be reading a speech by the chief of the Nez Perce tribe. Before you do so, let's get some background knowledge!

Read this article, called "Native Americans: Chief Joseph," to help you learn more about him. Use the photograph and the map in the article to gain a greater understanding of Chief Joseph and to visualize him and his experiences. After you read this article, you should know more about Chief Joseph.

After you read, answer these questions about Chief Joseph:

1. In what year was Chief Joseph born?

2. True or false: Chief Joseph fought for the freedom of Native Americans against the United States government.

Answers:

1. 1840

2. True
In this unit, you have been learning about the elements of effective arguments and have written an effective argument of your own. While nonfiction writing is one way to deliver an argument, there are other ways, such as a speech. In this lesson, you will read a speech by Chief Joseph, leader of the Nez Percé tribe.

In 1863, the Nez Percé tribe refused to sign a treaty that would make them move from their ancestral land in Oregon to a much smaller reservation in Idaho. Despite the refusal, the United States government sent in federal troops to force the Nez Percé off their land. In response, Chief Joseph led his people toward Canada in a three-month, 1600-mile flight across the Rocky Mountains. He eventually surrendered to General Miles in 1877, under the terms that his tribe could return to their homeland. Instead, the Nez Percé were sent to Oklahoma, and half of them died during the trip. In one of many appeals to Congress on behalf of his people, Chief Joseph made this speech in 1879 in Washington D.C.

Before you begin your first read of the speech, go to the Language Development section of your textbook and complete the Concept Vocabulary and Word Study activities in your ELA Journal.

CONCEPT VOCABULARY
- misrepresentations
- misunderstandings

TEACHING NOTES

WHY THESE WORDS? POSSIBLE RESPONSE
The concept words all have to do with the hardships and misery that Chief Joseph and his people endured. These words enhance the impact of the text by helping the reader to understand Chief Joseph’s argument that his people had been wronged and that all people should be treated equally.

PRACTICE POSSIBLE RESPONSE
Sample response: Luis thought there had been many misrepresentations of what the campground was like, both in the travel brochure and the online review site he’d visited. There were many others at the campground who had similar misunderstandings about the facilities.
Now, you are going to read “Words Do Not Pay.” This is a nonfiction text, so think about these questions as you read:

- What is this text about? Who is involved?
- What are the most important sections of this text?


TEACHING NOTES

The language in the speech is straightforward and often conversational. If your student is struggling to understand the concept of the speech, direct him or her to the background blurb in the text. This is also an opportunity for your student to do a brief internet search on American Indian relocation to build further context for the speech.

VOCABULARY

WORD-SOLVING STRATEGIES: USING LPR3

Read the following words. They are words you will encounter as you read “Words Do Not Pay.”

- misrepresentations
- misunderstandings

Each word has affixes and roots, as well as the context in the text to give you clues to the meaning of the word. Copy these words in your ELA Journal and use LPR3 to define the words.

Remember the LPR3 steps:

**Look**: Look before, at, and after the new word.

**Predict**: Quickly predict the word's meaning, remembering that even a wrong prediction is often a good start.

**Reason**: Think more carefully about the word's meaning, trying to be as precise as the context clues permit.
Resolve: Recognize that you may need to take other steps (look it up, ask someone).

Redo: Go through the steps again if necessary.

When you are finished, add the words to your word wall and use them as you talk and write.

**TEACHING NOTES**

Review the LPR3 steps and assist your student as needed in completing the task. These words should be added to the word wall. Encourage your student to use the new words in writing and speaking.

**COMPREHENSION**

**MONITOR THINKING AND APPLY FIX UP STRATEGIES**

It is important to monitor your understanding as you read and apply strategies to fix your comprehension when a text stops making sense.

For example, in the speech “Words Do Not Pay,” perhaps the repeated use of “good words” is confusing to you. What strategy might you use if the repetition of figurative language is confusing?

Choose one of these strategies:

- Rereading
- Visualizing
- Asking and answering questions
- Summarizing
- Making connections within the text and inferring meaning

These are all strategies you can use when you become confused. Not every strategy will be useful in every case. In the future, notice when you are confused, then try different strategies until your comprehension is repaired.

**TEACHING NOTES**

Remind your student that he or she has a range of strategies to make meaning as a reader. Encourage him or her to apply strategies as needed when he or she stops making meaning of the text.

Students often find it difficult to maintain the stamina to continue trying strategies until the meaning of the text is unlocked. However, it is necessary for readers to persist and to make meaning of what they are reading.
After you have completed your first read, complete the **Comprehension Check** questions from the **Making Meaning** section of your textbook.

### Teaching Notes

#### Possible Responses

1. They do not help his people.
2. Treat all people the same way.
3. According to Chief Joseph, all men were made by the same god and should have equal rights to the Earth. Also, all men who are born free desire to stay free.
4. A free man can travel and work where he chooses and can follow the religion he chooses.
5. Summaries will vary; however, your student should include the following points in their summary:
   - the reasons that Chief Joseph wants change
   - Chief Joseph asks for freedom

Finally, review the speech and find where Chief Joseph uses repetition to bring words to the foreground. Answer these questions in your ELA Journal:

- What do you think he means when he claims that, “Words do not pay?”
- How does he use examples to support this claim?
- How is Chief Joseph taking a stand?
- Are his reasons for taking a stand legitimate?

### Teaching Notes

**Possible Response**

Chief Joseph means that good words cannot make up for what his people have lost. He references the loss of horses and cattle and the illnesses of his people. Chief Joseph is taking a stand by speaking to the United States Government. Your student may believe his reasons are legitimate or not. He is speaking about the rights of his people, and it seems they are being denied basic human dignities.
How is Chief Joseph taking a stand?

Are his reasons for taking a stand legitimate?

POSSIBLE RESPONSE

Chief Joseph means that good words cannot make up for what his people have lost. He references the loss of horses and cattle and the illnesses of his people. Chief Joseph is taking a stand by speaking to the United States Government. Your student may believe his reasons are legitimate or not. He is speaking about the rights of his people, and it seems they are being denied basic human dignities.

You have completed a first read and a close read of “Words Do Not Pay.” Next, you will analyze structural techniques Chief Joseph uses to make his points.

Please go online to view and submit this assessment.
LEARN ABOUT...

THE NEZ PERCE TRIBE

You are going to be reading a speech by the leader of the Nez Perce tribe of Native Americans. Before you do so, let's get some background knowledge!

Read the article "Native Americans: Nez Perce." This will help you learn more about the tribe. If you like, use the hyperlinks throughout the article to learn more about topics related to the Nez Perce. After you read this article, you should know more about these Native Americans.

After you read, answer these questions about the Nez Perce:

1. In what states did the Nez Perce primarily live?
2. What do the Nez Perce refer to themselves as?
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 part of “Ban the Ban!” you practiced reading using the rules of phrasing. Now you are going to use the rules of phrasing and the rules of expression while you practice rereading a part of “Words Do Not Pay.”

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 the e-text and listen to a portion of “Words Do Not Pay” being read aloud. The audio is located right below the title of the text. Listen to how the reader reads with expression using a storytelling voice and reads in 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.

Now you will practice rereading “Words Do Not Pay” 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. Also, think about your expression and phrasing on the page.

- Did you think about what is happening and how the speaker is feeling?
- Did you change your tone of voice and expression based on this?
- 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.
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 person reading “Words Do Not Pay” aloud from 2:15 – 3:15.

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.

Now have your student read “Words Do Not Pay” 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. 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, with expression, or with phrasing, model reading the text with expression and phrasing for your student. Read sentence-by-sentence 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.

In the last part of this lesson, you conducted a first read and brief close read of “Words Do Not Pay” in myPerspectives Unit 3: What Matters, Small-Group Learning. You have learned that authors use many techniques to convey their meaning. To think about the different appeals Chief Joseph makes in his speech, as well as the emotional charge behind his word choice, go to the Making Meaning section of your text and complete the Analyze Craft and Structure activities in your ELA Journal. You can recreate the chart in your ELA Journal to complete it.
Words Do Not Pay

<table>
<thead>
<tr>
<th>Persuasive technique</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>Words do not pay for my dead people. They do not pay for my country, now overrun by white men. They do not pay for all my horses and cattle.</td>
</tr>
<tr>
<td>Appeal to Reason</td>
<td>There need be no trouble. Treat all men alike. Give them the same law. Give them all an even chance to live and grow.</td>
</tr>
<tr>
<td>Appeal to Emotion</td>
<td>I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises.</td>
</tr>
<tr>
<td>Appeal to Authority</td>
<td>All men were made by the same Great Spirit Chief.</td>
</tr>
</tbody>
</table>

ANOTHER WAY...

Persuasive Techniques: Making a Connection to Your Own Experiences

If you find it challenging to analyze the persuasive techniques used in "Words Do Not Pay," you can make connections to your own experiences.

Review the four persuasive techniques you learned:

- Repetition consists of saying something repeatedly for effect.
- Appeals to reason invite the audience to use logic as they draw conclusions from the evidence presented by the writer.
- Appeals to emotion attempt to persuade readers by triggering their feelings about a subject.
- Appeals to authority are references to expert opinions.

For each of the techniques, think about a time you have used it in an argument. Was your use of the technique successful? You can also think about when you have seen the technique in an advertisement.

Thinking about real-life examples of persuasive techniques will help you identify and analyze them in the speech. After you’ve talked about your examples, return to the questions about “Words Do Not Pay.”
Now you will think about an additional rhetorical device Chief Joseph uses in his speech: parallelism. Parallelism is the use of similar grammatical forms or patterns to express similar ideas within a sentence. Go to the Language Development section of your textbook. Read the information in Author's Style, then complete the Read It and Write It activities in your ELA Journal.

TEACHING NOTES

If your student is struggling to analyze persuasive techniques in the speech, have him or her consider personal experiences. If your student struggles to identify his or her own examples, share your own experiences. You might be able to recall shared experiences with the students. If this is the case, describe the experience and have your student identify the technique. For example, if you said something like, “Remember the time your brother really wanted a dog? He told everyone in the family how much they would love snuggling up with a puppy at night.” Your student would then identify this as an appeal to emotion.

Encourage your student to identify and explain at least one example for each persuasive technique. This will build his or her comfort level in analyzing the text in order to answer the questions.

RHETORICAL DEVICES

Point out to your student that when authors use parallelism, they may repeat a word or some words of a phrase, as in Dickens’ famous opening in A Tale of Two Cities, “It was the best of times, it was the worst of times.” However, authors may simply repeat the pattern of parts of speech. Point out the examples of nouns on the chart, and discuss this form of phrasing: adjective noun, adjective noun, adjective noun, adjective noun. If the author did not use parallel construction, it might read: “bright eyes, large hands, and fingers that were strong.” Review the rest of the chart, pointing out the pattern of parts of speech for each.

READ IT POSSIBLE RESPONSES

Paragraph 1, beginning at line 3: Words do not pay for my dead people. They do not pay for my country, now overrun by white men. They do not protect my father's grave. They do not pay for all my horses and cattle.

Paragraph 1, beginning at line 6: Good words will not give me back my children. Good words will not make good the promise of your war chief General Miles. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves.
In previous lessons in this unit, you thought about what makes evidence relevant and how authors use the structure of their writing to convey meaning and create effective arguments. You learned about how Chief Joseph used rhetorical devices to create appeals in his speech. You have learned another way in which authors can create effective arguments. Next, you will use your learning from previous lessons and your analysis of Chief Joseph's speech to evaluate his argument.

WRITE IT POSSIBLE RESPONSES
Responses will vary. Be sure that your student includes parallelism in his or her sentences.

In previous lessons in this unit, you thought about what makes evidence relevant and how authors use the structure of their writing to convey meaning and create effective arguments. You learned about how Chief Joseph used rhetorical devices to create appeals in his speech. You have learned another way in which authors can create effective arguments. Next, you will use your learning from previous lessons and your analysis of Chief Joseph's speech to evaluate his argument.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
Words Do Not Pay - Part 3

**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 at which you 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

You have practiced reading accurately, reading with phrasing, and reading with expression so far in this unit. In this lesson, you are going to put everything together that you have learned about fluency to reread “Words Do Not Pay” at the correct pace.

Listen to the first minute of the following to hear a person reading “Words Do Not Pay” aloud.

Please go online to view this video ▶

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 "Words Do Not Pay" for one minute. After reading it once, your Learning Guide is going to time you reading the text two more times. Your goal is to be able to read more smoothly and at the correct pace each time you read. However, you do not want to read so fast that your accuracy, expression, and phrasing suffer. 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

Listen to the video to hear a person reading "Words Do Not Pay" aloud. 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, reading with expression, reading with phrasing, and reading at the correct pace.

Now have your student reread "Words Do Not Pay" and time him or her for one minute. Discuss any words your student read incorrectly and praise your student for self-correcting any mistakes, reading with expression, and reading in phrases. Write down where your student stopped 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 where your student stopped at the end of one minute.

After your student finishes reading two more times, play the recording back. 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 is 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.

ANOTHER WAY...

Evaluating Claims in Chief Joseph's Speech

You have read Chief Joseph's speech entitled "Words Do Not Pay." You will be writing two to three paragraphs about his speech in which you will:

- identify the claims in Chief Joseph's speech
- evaluate whether his evidence and reasoning is relevant and sufficient
- indicate if any irrelevant evidence is introduced
To help you brainstorm for this writing assignment, you can use a **Ticktacktoe Graphic Organizer**. Label the columns in the organizer as follows. Then fill in the graphic organizer with information in each column that will help you with your writing assignment.

<table>
<thead>
<tr>
<th>Claims in Chief Joseph's speech</th>
<th>Is evidence/reasoning relevant and sufficient?</th>
<th>Is there irrelevant evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**TEACHING NOTES**

Your student will complete a **Ticktacktoe Graphic Organizer**. This is in preparation for writing a short essay evaluating the claims in Chief Joseph's speech, called "Words Do Not Pay."

Your student’s graphic organizer might look something like this:

<table>
<thead>
<tr>
<th>Claims in Chief Joseph's speech</th>
<th>Is evidence/reasoning relevant and sufficient?</th>
<th>Is there irrelevant evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Joseph says that words about what good things can be done for his people have been and are meaningless if they are not backed up by actions that go along with them. He says that Native Americans have been treated badly by white people.</td>
<td>All his claims are sufficient and relevant.</td>
<td>No irrelevant evidence is noted.</td>
</tr>
<tr>
<td>He also says that white people and Native American people can live together in harmony and peacefully if the white people give the Native Americans freedom and treat them equally.</td>
<td>His claims might be strengthened if he included relevant and specific examples that included exactly what happened, when, and where to back up his claims.</td>
<td></td>
</tr>
</tbody>
</table>
In this unit, you have thought deeply about what makes an effective argument. Not all arguments are the same. You must consider:

- What is the central claim?
- What types of evidence would best support that claim?
- Who is the audience for the argument and what evidence would they find most persuasive?
- Does the author provide logical reasoning to make the evidence persuasive?

You have read Chief Joseph’s argument, “Words Do Not Pay” in myPerspectives Unit 3: What Matters, Small-Group Learning. You have analyzed his craft and you have knowledge of effective arguments. Now answer these questions based on the text.

**USE FOR MASTERY**

Which TWO claims are made in Chief Joseph’s speech?

- [ ] Words alone are not enough to make good on the promise of General Miles.
- [ ] The promises given to his people are unfulfilled.
- [ ] All people on earth should be free to travel, work, and trade when they choose.
- [ ] Everyone can live in peace if each group works hard for it.
- [ ] The earth is the mother of all people, and all are equal.
Which THREE sentences from the text provide evidence to support the claim that broken promises cannot be fulfilled with words?

- Good words do not last long unless they amount to something.
- I am tired of talk that comes to nothing.
- They do not protect my father's grave.
- Good words will not give my people good health and stop them from dying.
- Words do not pay for my dead people.
- I do not understand why nothing is done for my people.
You are going to be reading about the mistreatment of native Australians, known as Aboriginal Australians. Before you do so, let's get some background knowledge!

Read this article, called "Aboriginal Peoples of Australia." The article contains photographs of the Australian natives and their artwork, as well as a video about their music. Use these resources to better understand Aboriginal Australians. You may also click on links in the article to learn more about them.

After you read, answer these questions about Aboriginal Australians:

1. How many years had native Australians already inhabited the continent before Europeans settled there?

2. Who was in charge in Aboriginal communities?

Answers:

1. 50,000 to 60,000 years

2. Elders, or older members of the community
In this unit, you have been reading nonfiction texts to understand how authors use their craft and the structure of their writing in order to create an argument. You wrote your own argument to practice using these techniques. All of these arguments have been tied together by the question, when is it right to take a stand?

Now, you will read a nonfiction narrative about three sisters who decide to take a stand. A nonfiction narrative is a narrative that tells the story of true events and real people. Similar to Chief Joseph's people being forced from their land, in Australia, Aboriginal Australians were forced from their homes by settlers. Aboriginal Australians are the native people of the Australian continent. From 1910 to 1970, many children of mixed Aboriginal and white descent were taken from their families by the government in an effort to train them to fit into white Australian culture. *Follow the Rabbit-Proof Fence* is a nonfiction narrative account of three Mardu Aboriginal girls who escaped a government settlement in 1931 to return home. The Mardu are the indigenous, or native, people of the Australian desert.

You will complete the first read of an excerpt from *Follow the Rabbit-Proof Fence*. As you complete your first read, approach the text with these questions:

- What is the text about? Who is involved?
- What are the most important sections of the text?

Now, read the excerpt from *Follow the Rabbit-Proof Fence* in *myPerspectives* Unit 3: What Matters, Small-Group Learning.

**VOCABULARY**

- urgently
- nervously
- confidently
- cautiously

**TEACHING NOTES**

Encourage your student to use the footnotes and other clues in the text to understand words that might be unknown or confusing. Much of the dialogue is written in a dialect. If your student is struggling to understand why words are misspelled from standard English, ask him or her to read the dialogue aloud.

Your student may encounter some concepts that are foreign to him or her in this text, such as leeches. As your student learned in Unit 2, encourage him or her to conduct a brief internet search for any of these terms or concepts that he or she is not familiar with that are hindering understanding of the text.
Now that you have completed your first read, evaluate your understanding by completing the **Comprehension Check** in the **Making Meaning** section of your textbook. Write your answers in your ELA Journal. You could also create your storyboard online using a **storyboard tool**.

**TEACHING NOTES**

**POSSIBLE RESPONSES**

1. They are living at a settlement.
2. Molly wants to go home to Jigalong.
3. Her father was an inspector who traveled along the fences.
4. She tries to avoid crossing where the river is too deep.

Storyboards will vary. However, your student should include that the girls escape from a settlement to follow the rabbit-proof fence home and successfully cross a river.

Having an expansive vocabulary helps you as both a reader and a writer. Developing your vocabulary allows you to understand more complex texts and write with more nuance, clearly communicating your ideas. To think about key words in *Follow the Rabbit-Proof Fence*, go to the **Language Development** section of your textbook and complete the **Concept Vocabulary** and **Word Study** activities in your ELA Journal.

**TEACHING NOTES**

**CONCEPT VOCABULARY**

**Why These Words? Possible Response**

The concept words relate to the girls’ journey on foot along the rabbit-proof fence. The words explain how the girls were feeling and walking on their journey.

**Practice Possible Response**

When I realized I was late, I ran **urgently** to the bus stop.; The bus hadn’t come yet, so I **nervously** tapped my foot, worrying.; Knowing he would do well on his essay, the student **confidently** started writing.; When the dog started growling at me, I walked **cautiously** past it.

**Word Study Possible Responses**

- **nervously**: done in an uneasy or apprehensive way;
- **confidently**: done in a confident or self-assured way;
- **cautiously**: done with caution or in a cautious way.
Another way to improve your skill as a writer is to be familiar with the rules of standard English. When you write with proper grammar and spelling, you communicate effectively and have authority as an author. To practice your grammar, go to the Language Development section of your textbook and find the Conventions activities. Read the information there and complete the Read It and Write It activities in your ELA Journal.

**TEACHING NOTES**

**READ IT POSSIBLE RESPONSES**

1. a. They did the normal thing.
   b. They dashed down the sandy slopes.
2. a. Molly spoke softly.
   b. Daisy tried to walk slowly.

**POSSIBLE RESPONSES**

Responses will vary, but make sure that your student includes at least two adjectives and two adverbs in his or her paragraphs.

You have completed the first read of a nonfiction narrative using the first read questions for nonfiction. You also developed your vocabulary and conventions skills—two effective methods to become a better reader and writer. Next, you will begin your analysis of this text through close reading.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part of this lesson, you completed a first read of *Follow the Rabbit-Proof Fence*, in *myPerspectives* Unit 3: What Matters, Small-Group Learning, a nonfiction narrative, or story of true events and people. Now, you will read this text more closely. Remember that close reading is using different lenses to look at short sections of text to get a deeper meaning. You will close read the following sections:

- **Paragraph 1–4:** What does the dialogue between characters tell you about the girls' lives? Why do you think it was important for the author to include these details?
- **Paragraph 17:** What details help the reader understand Molly? What can you infer from these details? Why did the author include these in the text?
- **Paragraph 40:** What examples of descriptive language appear in this paragraph? What does this language tell you? Why did the author include this language?
- **Return to Paragraph 17:** What important information about the three girls is conveyed? What is the author saying about the way the girls relate to one another?

Answer these questions in your ELA Journal. Remember to include evidence from the text to support your answer and reasoning that connects your evidence to your answer.
Follow the Rabbit-Proof Fence - Part 2

LEARN

In the last part of this lesson, you completed a first read of Follow the Rabbit-Proof Fence, in myPerspectives Unit 3: What Matters, Small-Group Learning, a nonfiction narrative, or story of true events and people. Now, you will read this text more closely. Remember that close reading is using different lenses to look at short sections of text to get a deeper meaning. You will close read the following sections:

- Paragraph 1–4: What does the dialogue between characters tell you about the girls' lives? Why do you think it was important for the author to include these details?
- Paragraph 17: What details help the reader understand Molly? What can you infer from these details? Why did the author include these in the text?
- Paragraph 40: What examples of descriptive language appear in this paragraph? What does this language tell you? Why did the author include this language?
- Return to Paragraph 17: What important information about the three girls is conveyed? What is the author saying about the way the girls relate to one another?

Answer these questions in your ELA Journal. Remember to include evidence from the text to support your answer and reasoning that connects your evidence to your answer.

Your close reading revealed the dynamics of the relationships between characters and how they are connected, yet distinct from one another. Return to the text. Which passage from the text do you believe is most important in defining these characters and their relationships? You may choose one of the passages from your close reading or another passage in the text. Write your answer in your ELA Journal, citing evidence and explaining why you believe that is the most important passage.

TEACHING NOTES

Answers will vary. Ensure your student has explained his or her reasoning and that the passage clearly shows the nature of a character or the characters’ relationships.

TEACHING NOTES

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

You have practiced reading accurately, reading with phrasing, and reading with expression so far in this unit. In this lesson, you are going to put everything together that you have learned about fluency to reread Follow the Rabbit-Proof Fence at the correct pace.
Go to your e-text and listen to the audio of a person reading *Follow the Rabbit-Proof Fence*.

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 *Follow the Rabbit-Proof Fence* for one minute. After reading it 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 while using appropriate pacing for good accuracy, expression, and phrasing. 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 the first minute of *Follow the Rabbit-Proof Fence* being read aloud in the e-text audio, starting at 1:20. 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 *Follow the Rabbit-Proof Fence* 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.
WORD SOLVING STRATEGIES: USING LPR3

Read the following words. They are words you will encounter as you read Follow the Rabbit-Proof Fence.

- urgently
- nervously
- confidently
- cautiously

Each word has the suffix -ly. Use the meaning of the suffix, along with the root words and the context provided in the text, to determine the meaning of the vocabulary terms. When the suffix -ly is added to a word, it often turns the word into an adverb.

Copy these words in your ELA Journal and use LPR3 to define the words.

Remember the LPR3 steps:

**Look**: Look before, at, and after the new word.

**Predict**: Quickly predict the word's meaning, remembering that even a wrong prediction is often a good start.

**Reason**: Think more carefully about the word's meaning, trying to be as precise as the context clues permit.

**Resolve**: Recognize that you may need to take other steps (look it up, ask someone).

**Redo**: Go through the steps again if necessary.

When you are finished, add the words to your word wall and use them as you talk and write.

TEACHING NOTES

Review the LPR3 steps and assist your student as needed in completing the task. These words should be added to the word wall. Encourage your student to use the new words in writing and speaking.

In this part of the lesson, you used close reading to analyze how the author develops the characters in their relationships with one another and how they are distinct. Next, you will analyze how the author uses descriptive writing to convey meaning.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of the lesson, you began your analysis of *Follow the Rabbit-Proof Fence* in *myPerspectives* Unit 3: What Matters, Small-Group Learning by close reading. Now, you will continue your analysis by examining how the author develops point of view and mood. To begin, go to the *Making Meaning* section of your textbook and find the *Analyze Craft and Structure* activities. Read the information in your textbook then complete the chart in your ELA Journal.

### TEACHING NOTES

#### POSSIBLE RESPONSES

<table>
<thead>
<tr>
<th>Passage</th>
<th>Point of View</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 29</td>
<td>The author’s point of view shows admiration of the swimmers’ freedom, physicality, and connection to nature.</td>
<td>The mood in this passage seems thoughtful.</td>
</tr>
<tr>
<td>Paragraphs 37–38</td>
<td>In these paragraphs, the author’s point of view is showing the girls’ determination and urgency.</td>
<td>The passage creates a mood of excitement.</td>
</tr>
<tr>
<td>Paragraph 41</td>
<td>The author’s point of view here conveys the girls’ vulnerability while making their long journey.</td>
<td>The last part of the selection has a mood of uncertainty.</td>
</tr>
</tbody>
</table>
POINT OF VIEW AND MOOD

If you find it challenging to analyze point of view and mood in the excerpt from *Follow the Rabbit-Proof Fence*, you can look closely for sensory details.

Choose a paragraph. Highlight words and phrases that appeal to the senses. Identify which senses are being appealed to. If you close your eyes, can you picture the scene the description creates? How do you feel when you picture the scene?

The feelings you feel when you think about sensory details and picture the scene can give you clues to the point of view and mood. An author chooses words carefully to reflect a point of view and create a mood. If you feel sad when you picture the scene, this is a good sign that the author has a negative point of view regarding what is happening.

Repeat this with a few paragraphs in order to complete the chart and analyze point of view and mood.

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TEACHING NOTES

If your student is struggling to analyze point of view and mood in *Follow the Rabbit-Proof Fence*, have him or her look specifically for sensory details and highlight them. Your student can do this by using the cursor to highlight text and then selecting “Highlight” in the pop-up. After your student has highlighted the details, have him or her complete the guided analysis to consider mood.

For example, if your student selects paragraph 35, he or she might highlight words and phrases such as:

- muddy skating rink
- slippery mud
- huge fire
- icy cold river
- roaring fire

Your student might then say that most of these appeal to the sense of touch. Your student might say that “roaring fire” appeals to sight and hearing. When your student pictures the scene, encourage him or her to describe what he or she sees and feels. Your student might say that this scene feels exciting and fun. Your student should recognize that this analysis of sensory details provides clues that the narrator’s point of view is that this is an exciting and carefree experience. The mood is light and fun.

Your student can use this analysis to complete the chart analyzing point of view and mood in the text.
You have thought about the author’s point of view, but each character also has a point of view. One way to solidify your learning about author’s craft is to use the techniques you learn in your own writing. You are going to practice point of view through your own fictional retelling of the excerpt from *Follow the Rabbit-Proof Fence*. Go to the **Effective Expression** section of your textbook and find the **Writing to Sources** activities there. You will select either writing a journal entry or a letter from the point of view of one of the characters.

Read the information in this section of your textbook, including **Establish Your Point of View** and **Conduct Additional Research**. You will only write a first draft. You do not need to revise and edit your work but do your best with grammar and spelling as you write. You may wish to write using words and dialect from the text. Write your retelling in your ELA Journal now.

When you finish, ask your learning Guide to give you feedback on your writing using the rubric in the Teaching Notes.

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**TEACHING NOTES**

**WRITING TO SOURCES**

If your student chooses the first option, review the usual elements of a journal entry, including the date, a description of recent events, and the writer’s thoughts and feelings about those events. Point out that some writers include lots of personal information in their journals and that others are more reserved.

If your student chooses the second option, review the format of a letter, including the date and greeting, details of the escape from the settlement, and their reflections on what happened. Discuss with your student whether the girl left behind at the settlement is a friend or family member, and what they want to communicate before he or she begins to write.

Establish Your Point of View: Remind your student that he or she must write their retelling from the first-person point of view, writing as the chosen character and making sure to use the pronoun “I.”

Conduct Additional Research: Have your student make notes of details they encounter during their research. They might think about including vivid descriptions of the landscape of the Australian Outback, or use some words, phrases, or expressions that would be unique to the place his or her character comes from.

Take this opportunity to assess your student’s writing using this rubric. Use the rubric rows to offer feedback to your student. Notice the difference in the language between the columns on each row. Use this language to provide feedback to your student about how he or she might improve his or her writing. Begin with the rows at the top as the highest priority feedback. Guide your student to improve his or her writing based on your feedback.
You have analyzed the author’s point of view and mood. You then practiced using these elements in your own writing. Next, you will use this learning to complete this unit.

✅ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
Follow the Rabbit-Proof Fence - Part 4

Objectives
- To analyze how an author makes connections and distinctions between individuals in a text
- To analyze an author’s point of view and mood
- To write a narrative retelling from a new point of view
- To analyze how an author develops point of view in a text

Books & Materials
- MyPerspectives text
- Computer
- From Follow the Rabbit-Proof Fence by Doris Pilkington

Assignments
- Complete a first read of From Follow the Rabbit-Proof Fence by Doris Pilkington.
- Complete the interactive activity Storyboard.
- Complete Close Read and Analysis activities.
- Write a narrative retelling from another point of view.
- Write an analysis of an author’s point of view.

USE

In this lesson, you have analyzed the author’s point of view. You have read Follow the Rabbit-Proof Fence by Doris Pilkington, about her mother’s escape from the Moor River Mission, in myPerspectives Unit 3: What Matters, Small-Group Learning. Answer the following questions.

USE FOR MASTERY

Read the quote from the text.

“They were still fighting their way through the tea-tress for almost an hour.”

Based on the quote, what does the author reveal about the girls in the story?

- The girls are so tired from their journey that they make mistakes that put them in more danger.
- The girls have taken too much time on their journey, even though it is an easy one.
- The girls rush through their journey and are not careful about the choices they make.
- The girls face a long journey that is both dangerous and difficult for them to complete.
Read the quote from the text.

"The girls scraped mud from their feet then climbed onto the trunk and walked cautiously to the end."

What does the quote reveal about the author’s point of view about the girls?

- The quote reveals that she feels the girls were ambitious in trying to move quickly.
- The quote reveals that she admires the girl’s cleverness when thinking about the peril of their situation.
- The quote reveals that she disagrees with the girl’s cautious actions along their journey.
- The quote reveals that she feels the girls were clumsy and wasted valuable time with their actions.

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: What Matters?

UNIT QUIZ

Please go online to view and submit this assessment.