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*The Assessment/File Upload Form and many worksheets in the appendix will be used multiple times throughout this course. Please make additional copies of these pages.*
Unit 4 - Human Intelligence
LEARN

LEARN ABOUT...

The Brain and Nervous System

You are going to be reading a short nonfiction article about the brain, followed by a short story that involves the concept of human intelligence. This is the basis for the entire unit. Before you read those texts, let's get some background knowledge!

Check out this article, called "Your Brain & Nervous System," to help you learn more about the human brain. In the middle of the article, there is a slideshow. Flip through this slideshow to learn about specific parts and functions of the human brain, using the diagram to increase your understanding of the brain's structure.

After you read, answer these questions about the brain and nervous system:

1. Which gland is very small and controls growth?
2. If you are happy about going to a friend’s birthday party, which part of the brain regulates this emotion?

TEACHING NOTES

Your student will be reading a background article about the brain and nervous system. This will prepare your student for a later portion of the lesson, in which he or she will read a nonfiction article and a short story related to the brain and human intelligence.
The entire unit is related to human intelligence, so this background knowledge will be helpful to your student. After reading this article, your student should know more about the brain and nervous system.

ANSWERS
1. The pituitary gland
2. Amygdala

In this fourth unit of Grade 8, you will be reading texts which ask you to question how we define and measure intelligence. As you watch the brief video Amazing Man Draws NYC From Memory (1:24), in myPerspectives Unit 4: Human Intelligence, Unit Introduction, think about the following question and jot down your ideas in your ELA journal:

What limits might there be on the capacity of human memory?

Now, read the Launch text “The Human Brain” in myPerspectives Unit 4: Human Intelligence, Unit Introduction. As you read the Launch text, use sticky notes or take notes in your ELA Journal about the following topics and question. Then talk about your answers with your Learning Guide.

- Look for the key ideas in the text. Note how these ideas are introduced and the facts and details that support the key ideas. Use sticky notes (or take notes) to help you determine key ideas and details.
- After reading, complete a Quickwrite in your ELA Journal to answer this prompt: In what ways can people be intelligent?

Remind your student that the purpose of an informative essay is to inform or give facts. This essay will teach him or her about the brain. As with other types of essays, it begins with a thesis. The paragraphs that follow give the reader details about the brain and how it works.

Possible response to Quickwrite (“In what ways can people be intelligent?”)
There are countless ways in which the brain controls our bodies and our thinking, so there are many ways we can be intelligent. Intelligence doesn’t come just from reading facts in books. Our minds store our memories, so we can refer back to past experiences. This is learned intelligence. With body intelligence, our bodies learn through action and repetition. We come up with new ideas and invent things; this is creative intelligence. As we go through life, we interact with many different people and learn how to relate to them. This is social intelligence. With personal intelligence, we develop beliefs and emotions that guide our actions. In school, we learn many different subjects, and each requires a different kind of intelligence. The list of different ways we learn is very long, and there is probably just as long a list of different kinds of intelligence.
Explain to your student that different people have varying ideas about what being intelligent means. Point out that a person’s age, culture, and personal beliefs can affect how he or she views and measures intelligence. Even the historical period in which a person lives can have an effect. While there are tests to measure intelligence, there is no definitive gauge.

**ANOTHER WAY...**

**Writing About the Limits of Human Memory**

In preparation for the reading in this lesson, you are going to be writing your ideas about this question:

What limits might there be on the capacity of human memory?

You can use a Web B Graphic Organizer to brainstorm your ideas.

At the middle of the web, write the topic: Limits on the Capacity of Human Memory.

In the six bubbles, write down different ideas you have about the limits that might exist on humans’ ability to remember. Note that you do not have to fill in each bubble and that you do not have to write in complete sentences for this brainstorming and pre-writing activity.

**TEACHING NOTES**

Your student has been asked to complete a Web B Graphic Organizer to brainstorm his or her opinion about limits on the capacity of human memory. This will help your student brainstorm these ideas before writing about them.

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

**Topic:** Limits on the Capacity of Human Memory

**Bubble 1:** People cannot usually remember everything that has ever happened to them, from every day they have lived.

**Bubble 2:** People usually have a limit on the number of random numbers and letters they can remember.

Note that the ideas and opinions expressed on the cluster web may vary student-to-student.
VOCABULARY
WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS

You have learned to use the LPR3 strategy to determine the meaning of words using the context of the sentence. Words have multiple meanings, so it is important to read carefully to determine the meaning that the author is using. This meaning could be different from a meaning that you already know.

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.

Look at the following list of words. Write each vocabulary word in your ELA Journal and use the LPR3 strategy to write a meaning for each word based on its context in “Flowers for Algernon.”

- clarity
- peak
- unleashed

Add these words to your word wall and use them when you speak 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. The definitions of the words can be found in the glossary of the e-text.

You have just read an informative essay that explains just how incredible the brain is and gives a brief overview of how it works. Your brain controls everything you do and think, including remembering old information and learning new information. When you decide to move your arm, your brain sends a signal down through your spine and into your arm. When you accidentally touch a hot pan, the message "I'm touching something hot" comes from your arm, back up the spine, and into the brain so you can react and move your hand away. Your brain is made mainly of cells called neurons, which pass information between each other and between nerve cells in the rest of the body. Every time you learn something new, the connections between neurons get stronger - that's what learning is!
Next time, you will begin reading “Flowers for Algernon,” a short story that addresses the idea of intelligence. Through analyzing this text, you will begin to explore the different ways people can be intelligent.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
“Flowers for Algernon” - Part 2

**Objectives**
- To read "Flowers from Algernon" by Daniel Keyes and determine the theme
- To compose an analysis of the theme through examining plot, setting, and characters

**Books & Materials**
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- Launch Text: "The Human Brain"
- "Flowers for Algernon" by Daniel Keyes
- Sticky notes (either digital or paper)

**Assignments**
- Watch Launch video and respond to the following question in your ELA Journal: What limits might there be on the capacity of human memory?
- Complete first read of the Launch text "The Human Brain."
- Complete Quickwrite: In what ways can people be intelligent?
- Complete first read of "Flowers for Algernon" by Daniel Keyes.
- Complete Concept Vocabulary and Word Study.
- Complete Close Read and Analysis activities.
- Practice using direct and indirect objects.
- USE: Analyze theme of "Flowers for Algernon" by Daniel Keyes.

**LEARN**

**GRAMMAR**

**FUNCTION OF VERBALS: PARTICIPLES**

**Step 1**

You have been reading to compare and contrast a drama with the short story on which it is based. As you read the drama, you thought about the perspective in the scenes. You can analyze a sentence to understand how an author uses individual words to add meaning. An author can use verb forms called verbals as other parts of speech in a sentence. One of these verbals is the participle.

Read this sentence from “Flowers for Algernon.”

But they don't understand I’m living at a peak of clarity and beauty I never knew existed.

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 living. This is a verbal called a participle. You know that there are past participles and present participles. Which type of participle is living? How do you know?

Participles can have various functions. They can be used in multipart verbs like the perfect and progressive tenses. They can be used as adjectives. Remember, when you see a verbal ending in -ing used as a noun, it’s a gerund.

Look at the chunk again. How does the present participle living function in the sentence? This can be a little tricky. Think about the word that comes before it. What is the function of this type of verb?

When you think about a verbal in a sentence, you can think about its function. This helps you understand the meaning of the sentence. Read the sentence again. How does the participle living contribute to its meaning?

Step 4

The author used a present participle as part of present progressive verb to describe an ongoing action. You can use participles in your own writing to do the same thing.

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 present participle. If the verbal is acting as a noun, that means it's a gerund.

You can use the present participle to form multipart verbs in the progressive tenses. Think of a present participle. Write three sentences using the present participle in present, past, and future progressive tense verbs. Remember, the progressive tense describes an ongoing action.

Look at your sentences. Think about how they show different meanings. How does knowing the function of participles help you make your writing stronger?

TEACHING NOTES

Step 1

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

- But they don't understand
- I'm living
- at a peak
- of clarity
- and beauty
- I never knew existed.
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 Charlie doesn’t think the researchers understand his experiences in the experiment. He thinks they don’t understand how clear his mind is.

Step 2

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

Your student may make observations such as: The prepositional phrase “of clarity and beauty” has two objects. The phrase modifies peak. The effect is that I understand how Charlie views his experience. It is a positive experience.

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

If your student struggles to make observations on his or her own, ask prompting questions such as: Tell me about the prepositional phrase in the sentence.

Step 3

Your student should identify these chunks:

- But they don’t understand (present tense)
- I’m living (present progressive) (present participle)
- I never knew existed. (past tense)

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

*Answer:* As part of a present progressive verb; the function is to describe an ongoing action

If your student struggles to identify the tense of the verb, remind him or her that *I’m* is a contraction of “I am.” If necessary, write out “I am living” for your student.

*Possible response:* It contributes to the meaning because it helps explain what the people around Charlie don’t understand about his experience. As part of a present progressive verb, it shows an ongoing action that Charlie is doing.
I never knew existed.

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 Charlie doesn't think the researchers understand his experiences in the experiment. He thinks they don't understand how clear his mind is.

Step 2

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

Your student may make observations such as: The prepositional phrase “of clarity and beauty” has two objects. The phrase modifies peak. The effect is that I understand how Charlie views his experience. It is a positive experience.

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

If your student struggles to make observations on his or her own, ask prompting questions such as: Tell me about the prepositional phrase in the sentence.

Step 3

Your student should identify these chunks:

- But they don't understand (present tense)
- I'm living (present progressive) (present participle)
- I never knew existed. (past tense)

Answer: present; it ends in -ing

Answer: As part of a present progressive verb; the function is to describe an ongoing action

If your student struggles to identify the tense of the verb, remind him or her that I'm is a contraction of “I am.” If necessary, write out “I am living” for your student.

Possible response: It contributes to the meaning because it helps explain what the people around Charlie don't understand about his experience. As part of a present progressive verb, it shows an ongoing action that Charlie is doing.

Step 4

Your student might write sentences like these:

- Charlie is writing in his diary right now.
- Yesterday, Charlie was writing in his diary.
- Charlie will be writing in his diary later.

If your student struggles to write the sentences, display these sentences and have your student identify the participle and the verb tense in each. Answer: participle: writing; tenses in order: present progressive, past progressive, future progressive

Possible response: Knowing the function helps me make my writing stronger because I can use participles to talk about actions happening at different times.

Extension

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

Have your student read this sentence.

But they don't understand I'm living at a peak of clarity and beauty I never knew existed.

Then say, “In this sentence, the author uses a present participle as part of a present progressive verb. You can also use past participles in multipart verbs. You know that the perfect tense is formed like this.”

Display this formula:

form of “have” or “had” + the past participle

Ask, “Do you remember what kind of action the perfect tense describes?” Answer: a completed action

Say, “The present participle in this sentence is living. Can you turn this into a past participle?” Answer: lived

Have your student use this past participle to write sentences about “Flowers for Algernon” with present, past, and future perfect verbs.

Your student might write sentences like these:

- Charlie has lived with Algernon the mouse over the course of the experiment.
- Charlie had lived in the research center for a while before he started getting.
- Charlie will have lived in the center for five months on Friday.
If your student struggles to write the sentences, display the following perfect tense verbs and have him or her first identify each tense (in order: past, present, future) and then use them in sentences. Alternately, you may display the above sentences with blank spaces for the verbs and have your student fill them in.

- has lived
- had lived
- will have lived

Ask, “How does knowing how to use past participles to form the perfect verb tenses strengthen your writing?” Possible response: It helps me write about completed actions in different times.

---

**LEARN ABOUT...**

**Daniel Keyes**

You are going to be reading a short story entitled “Flowers for Algernon.” Before you do so, let’s get some background knowledge!

Read [this article](#), called “Daniel Keyes Biography,” to help you learn more about the story’s author. He died in 2013.

After you read, answer these questions about Daniel Keyes:

1. **True or false**: Daniel Keyes only published one book in his lifetime.

2. **What are some of the jobs Daniel Keyes had?**

---

**TEACHING NOTES**

Your student will be reading about author Daniel Keyes. This will prepare your student for a later portion of the lesson, in which he or she will read a short story by Keyes. After reading this article, your student should know more about this author.

*Answers:*

1. False

2. Writer, photographer, editor, teacher
To begin this unit, you are going to read a short story called “Flowers for Algernon.” It is about a man with a disability that affects his intelligence. You will see that when he has an operation to make him smarter, it affects his relationships with the people around him. Good readers focus on how events change characters because it helps them understand the theme of a story.

As you read the short story, think about the following questions and write your responses in your ELA Journal:

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

Now complete a first read of “Flowers for Algernon” in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning.

**VOCABULARY**

- subconscious
- suspicion
- despised
- deterioration
- introspective
- regression

**TEACHING NOTES**

As your student reads the story, you will need to assess his or her fluency. Charlie's words might pose a significant challenge because we are taught conventions and expected to follow them. Focus your student on paragraph 2 and note the spelling differences from standard English. Ask your student to read the paragraph aloud. Discuss the challenges of reading this paragraph aloud. Ask him or her to identify the spelling errors and correct them, as though he or she were peer-editing. Ask your student what he or she thinks the purpose of this style of writing Charlie's words is. Ask your student what Charlie's words tell him or her about Charlie's challenges. Your student should note the author made this stylistic choice in order to reveal the effects of Charlie's disability.
**VOCABULARY**

**WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS**

You have learned to use the LPR3 strategy to determine the meaning of words using the context of the sentence. Words have multiple meanings, so it is important to read carefully to determine the meaning that the author is using. This meaning could be different from a meaning that you already know.

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.

Look at the following list of words. Write each vocabulary word in your ELA Journal and use the LPR3 strategy to write a meaning for each word based on its context in "Flowers for Algernon."

- subconscious
- suspicion
- despised
- deterioration
- introspective
- regression

Add these words to your word wall and use them when you speak 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. The definitions of the words can be found in the glossary of the e-text.

---

After reading, go to the **Making Meaning** section of your textbook and find the **Comprehension Check** questions. Write your responses to these questions in your ELA Journal.
POSSIBLE RESPONSES

1. Algernon is a lab mouse. He is important because Dr. Strauss and Dr. Nemur experimented with surgery on Algernon before performing a similar operation on Charlie.
2. The goal of the operation is to triple Charlie’s IQ, making him much more intelligent.
3. Charlie becomes able to learn many new subjects, including spelling, punctuation, foreign languages, and advanced math. Charlie becomes more aware of his emotions and the actions of people around him, from his teacher to his co-workers. Charlie becomes a talented researcher; he realizes and explains why the effects of his operation cannot last.
4. Algernon becomes hostile, and his brain deteriorates. Finally, he dies.
5. Charlie loses the extra intelligence he had gained through the operation.
6. Charlie is intellectually challenged. He has surgery and becomes a genius. Over time, he deteriorates and returns to his previous intellectual level.

COMPREHENSION

ASKING AND ANSWERING QUESTIONS ABOUT A TEXT

Good readers ask and answer questions while they read. This helps improve your comprehension of the text.

Reread paragraphs 1–8 from “Flowers for Algernon.” What questions do these paragraphs bring to mind? Perhaps you are wondering why Charlie is being tested by doctors. Maybe you are thinking about what the doctors plan to do to him, or why they asked Charlie to write a diary of his thoughts.

Practice asking questions in your ELA Journal. Make a two-column chart like this:

<table>
<thead>
<tr>
<th>What I Wonder</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Questions Before Reading)</td>
<td></td>
</tr>
</tbody>
</table>
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 is Charlie being tested?</td>
<td>Doctors want to see if they can improve or increase his intelligence level.</td>
</tr>
<tr>
<td>What are the doctors going to do?</td>
<td>Operate on Charlie as part of an experiment.</td>
</tr>
</tbody>
</table>

In this part of the lesson, you began examining the concept of human intelligence by reading an informative essay about the human brain and a short story called "Flowers for Algernon." Next, you will begin close reading the short story. You will focus on how the author reveals aspects of Charlie's personality, so you can gain understanding of Charlie's perspective.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
**LEARN**

**GRAMMAR**

**FUNCTION OF VERBALS: INFINITIVES**

**Step 1**

You have been reading to understand characters and events in a short story. To understand what is happening in a story, you can think about how individual words and phrases contribute meaning. Verbals are verb forms that function as other parts of speech. Authors use verbals to refer to actions in different ways. One type of verbal is the infinitive. You can break down a sentence to understand how an infinitive adds meaning.

Read this sentence from “Flowers for Algernon.”

> I figured out a new way to line up the machines in the factory, and Mr. Donnegan says it will save him ten thousand dollars a year in labor and increased production.

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. A verbal is a verb form that functions as another part of speech. You can think about how verbals add meaning to a sentence. Authors can use verbals to refer to actions in many different ways.

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.

You might have noticed that the author uses three different verb tenses and an infinitive in this sentence. Think for a moment about how mastering verb tenses and forms lets the author build rich sentences full of meaning.

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. Where is the infinitive in this sentence?

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, to line is part of an infinitive phrase. What other words make up the infinitive phrase? How do you know where the infinitive phrase stops?

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? How do you know?

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 the meaning of the sentence?

**Step 4**

An infinitive phrase always includes an infinitive. It can also include objects, modifiers, and prepositional phrases. 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, write at least two sentences about “Flowers for Algernon.” Use an infinitive or infinitive phrase in each sentence. Challenge yourself to give a different function.

After you write your sentences, tell your Learning Guide how each infinitive functions.

How does knowing the various functions of infinitive phrases help you in your writing?
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. A verbal is a verb form that functions as another part of speech. You can think about how verbals add meaning to a sentence. Authors can use verbals to refer to actions in many different ways.

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Read the sentence again, thinking about how using the infinitive phrase adds meaning to the sentence. How does this infinitive phrase help you understand the meaning of the sentence?

Step 4

An infinitive phrase always includes an infinitive. It can also include objects, modifiers, and prepositional phrases. 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, write at least two sentences about "Flowers for Algernon." Use an infinitive or infinitive phrase in each sentence. Challenge yourself to give a different function.

After you write your sentences, tell your Learning Guide how each infinitive functions.

How does knowing the various functions of infinitive phrases 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:

- I figured out
- a new way
- to line up
- the machines
- in the factory,
- and Mr. Donnegan says
- it will save him
- ten thousand dollars
- a year
- in labor
- and increased production.

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 Charlie is smart enough to come up with ideas to make the factory more productive.

**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 sentence is written in active voice. The subject of each clause is the one doing the action. This keeps the focus on the two people interacting in the sentence.

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 voice is the sentence written in? What does this mean? What is the effect?
Step 3

Your student should identify these chunks:

- I figured out (past tense)
- to line up (infinitive)
- and Mr. Donnegan says (present tense)
- it will save him (future tense)

*Answer:* to line

Your student should identify these chunks as part of the infinitive phrase:

- to line up
- the machines
- in the factory,

*Answer:* I know where it stops because everything after the comma is the second clause in the sentence.

*Answer:* As an adjective; it modifies way

*Possible response:* It helps me understand the solution Charlie came up with.

Step 4

Your student might write sentences like these:

- Charlie undergoes an experiment to make him smarter.
- Charlie wants to spend time with Miss Kinnian.

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: adverb, direct object*).

If your student uses infinitives as adjectives or adverbs, have him or her identify what the infinitive or infinitive phrase is modifying (for example, in the above, “to make him smarter” is modifying undergoes).

*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 above activity with your student by doing the following:

Have your student read this sentence:

I figured out a new way to line up the machines in the factory, and Mr. Donnegan says it will save him ten thousand dollars a year in labor and increased production.

Say, "In this sentence, the author uses an infinitive phrase to modify the noun way. This means the infinitive phrase is functioning as an adjective. 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. You can use infinitive phrases to add many details to a single sentence. This is because you can include objects, modifiers, and prepositional phrases."

Hold a contest with your student to see who can write the longest infinitive phrase referring to something from “Flowers for Algernon.” 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 record all of the details about his experiences with the experiment

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 record all of the details about his experiences with the experiment is the reason Charlie keeps the diary.
- Direct object: Charlie is instructed to record all of the details about his experiences with the experiment.
- Adjective: The diary is a method for Charlie to record all of the details about his experiences with the experiment.
- Adverb: To record all of the details about his experiences with the experiment, Charlie writes in a diary.

Ask, “How can knowing the various functions of infinitives and infinitive phrases help you be a stronger writer?” Possible response: I can use them to add a lot of detail to sentences so the reader has a deeper understanding.
LEARN ABOUT...

The Amazing Human Brain

You are going to be reading a short nonfiction article about the brain, followed by a short story that involves the concept of human intelligence. This is the basis for the entire unit. Before you read those texts, let's get some background knowledge!

Read this article called “Your Amazing Brain!” to help you understand some of the amazing things your brain can do. The article contains a photograph of an actual human brain that you may find interesting.

After you read, answer these questions about what the brain can do:

1. What is one thing that you can do to help if you’re having difficulty with a homework question?
2. True or false: The electricity created by your brain is enough to power a lightbulb.

TEACHING NOTES

Your student will be reading a background article about the brain. This will prepare your student for a later portion of the lesson, in which he or she will read a nonfiction article and a short story related to the brain and human intelligence.

The entire unit is related to human intelligence, so this background knowledge will be helpful to your student. After reading this article, your student should know more about the brain and what it can do.

Answers

1. Get some exercise and then come back to the question
2. True

In the last part of this lesson, you read an informative essay about the human brain. You also read the short story “Flowers for Algernon” in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning. Now, you will begin a close reading of the short story.

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 reading for Paragraph 8, Paragraphs 23–25, Paragraph 58, and Paragraph 91. Record your answers in your ELA Journal.
Great readers must develop extensive vocabularies to make meaning of complex texts. Complete the
paragraphs below:

Paragraph 8: There are many misspelled words. Because there are so many misspelled words, I can conclude that the person writing these diary entries has trouble with spelling, and perhaps he has a learning disability.

Paragraphs 23–25: As the author continues to reveal aspects of Charlie's personality, the reader develops sympathy for the character. In the March 10 diary entry (Paragraphs 23–25), Charlie's goals are revealed, reinforcing his self-awareness and desire to be transformed. When writing about his goals, Charlie is comparing himself with other people. I feel more sympathy for Charlie because he is expressing that he not only wants to be smarter, but also wants to be like other people. I realize he is aware of being different.

Paragraph 58: As Charlie's transformation continues, these changes can be seen based on changes in the writing in his diary entries, such as the one for April 15 (Paragraph 58). There are not as many errors compared with the March 7 entry, and the errors are mostly mistakes in using apostrophes. The reader can conclude that the operation has had the effect of improving Charlie's intelligence. His spelling is improving.

Paragraph 91: The repetition draws my focus to Charlie’s thoughts about himself and what he was thinking. I think the author did this to show Charlie's thought process. It shows how he is thinking through an issue he does not fully understand. It also helps show some of his frustration.

Look at Paragraph 115. In this paragraph, the author uses a dash to complete a sentence. What might this detail might tell you? What can you infer from this incomplete end to a sentence? Why might the author have included this dash? Write your responses in your ELA Journal.

POSSIBLE RESPONSES
The dash shows that the character had more to say but stopped talking. This creates the effect that she was about to say something, but at the very last second, she thought she shouldn’t say it. Miss Kinnian is probably realizing her relationship with Charlie is never going to last, and she stopped short of saying so.

Remind your student that conflict drives stories. Miss Kinnian's conflict is not the main driver of the plot, but it suggests the complexity of Charlie's situation.
Great readers must develop extensive vocabularies to make meaning of complex texts. Complete the **Concept Vocabulary** and **Word Study** after reading the story.

**TEACHING NOTES**

**CONCEPT VOCABULARY**

*Why These Words? Possible Responses*

1. The concept vocabulary allows the reader to understand what Charlie went through.
2. inkblot, Rorschach, laboratory, IQ, intelligence, genius, neurosurgeon, sensibility, limitations

*Practice Possible Responses*

1. Answers will vary.
2. Possible responses: subconscious, subconsciously; despised, despicable; introspective, introspectively; suspicion, suspicious; deterioration, deteriorate; regression, regress

*Word Study Possible Responses*

1. A topic would be more important because a subtopic would come under a topic.
2. Sub- means “under,” which helps explain that a submarine travels under the water.

**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.

In the last part of the lesson you read “Flowers for Algernon.” There were some very difficult words in the story that you might have had a hard time reading and understanding. You know that part of reading fluently is accurately pronouncing even complex words.

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 Greek word *psyche* means “breath, spirit, soul” and the Greek word *logia* means “the study of something.” Based on this, what do you think the word *psychology* means?

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.

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 "Flowers for Algernon." Split each word into the prefix/suffix and find the root word.

- tangible
- undoubtedly
- specter
- specialization
- uncomfortable
- inferiority

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 paragraphs 131—135 of “Flowers for Algernon.” 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](#) from the beginning to 5:00 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 “Flowers for Algernon.” Have your student reread paragraphs 131–135 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 this part of the lesson, you examined Charlie's traits in order to understand his perspective and what motivates him. You will continue your close reading in the next part of this lesson.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you began a close reading of the short story “Flowers for Algernon” in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning. Now, you will continue examining the story for techniques that the author uses to develop the characters, their motivations, and how they interact with others. Close reading is an important skill that helps you gain deeper meanings from a text.

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 reading for Paragraphs 134–138, Paragraph 169, Paragraph 188, and Paragraph 203. Write your responses in your ELA Journal.

**POSSIBLE RESPONSES**

**Paragraphs 134-138**

It’s clear that Charlie has risen to a higher intellectual level than most people. Charlie is aware he can make people feel uncomfortable and possibly ruin relationships if he makes himself appear more intelligent than others.
Paragraph 169
By using short sentences, the author wants the reader to know that Charlie is excited. Charlie's use of short sentences shows an urgency. He wants to accomplish something important and wants to spend more time working than talking about it.

Paragraph 203
These types of errors because they appeared in the early sections of the story. It’s alarming to see them return because they are evidence of Charlie's decline. The reader gets a sense of Charlie's deterioration. This creates a sense of disappointment and sadness.

Look closely at Paragraph 119. In this paragraph, the author uses an analogy, a comparison that points out the similarities between two things. In your ELA Journal, mark details in Paragraph 119 that show the author's use of an analogy. What can you infer from Charlie's comparison of himself to elderly people? What is the importance of using an analogy in this part of the text?

POSSIBLE RESPONSE
The comparison implies that what Charlie believes Miss Kinnian is thinking about is something that will not make him happy. The writer is showing how Charlie feels here. Instead of directly stating that he is afraid to think about losing Miss Kinnian, the author uses figurative language. It also shows that Charlie is thinking and communicating at a higher level than he did earlier in the story.

VOCABULARY
WORD SOLVING STRATEGIES- USING GREEK AND LATIN AFFIXES AND ROOTS
You have learned that knowing Greek and Latin affixes and roots can help you determine the meaning of an unknown word. Let's review the topic by watching the video below and reading this article.

Revisit the vocabulary words from “Flowers for Algernon.” In a previous lesson, you used context clues to determine the meanings of these words.

- subconscious
- suspicion
- despised
• deterioration
• introspective
• regression

Now, look at each word critically. Do you see any Greek or Latin affixes or roots? Use a dictionary to help you determine definitions based on these affixes and roots.

Compare your definition of the words based on context clues, with your knowledge of the affixes and roots. Did you learn more about the word or confirm your definition? Discuss your findings with your Learning Guide.

TEACHING NOTES

Assist your student as needed. The article contains a list of common root words.

Possible Answers:

• subconscious:

  prefix: sub-
  root: conscious
  “under awareness”

• suspicion:

  root: suspect
  suffix: -ion
  “the action of being suspicious”

• despised:

  root: despise
  suffix: -ed
  “had hated”
• deterioration:

  root: deteriorate
  suffix: -tion
  “state of deteriorating”

• introspection:

  prefix: intro-
  root: spec
  suffix: -ion
  “the act of looking inward”

• regression:

  root: regress
  suffix: -ion
  “the act of moving backward”

✅ QUICK CHECK

Please go online to view and submit this assessment.

𥕢 MORE TO EXPLORE

Most mature writers’ sentences average 25–50 words in length. That holds true for most “modern” writers; earlier writers were taught a style that encouraged longer sentences. Like most modern readers, you may be used to exceptionally short, “newspaper-style” sentences.

As a rule, short sentences convey clear ideas but lack depth of meaning. If a short sentence interrupts a passage of mostly longer sentences, it draws attention to the idea or emotion that it contains, creating emphasis. In other words, it makes the idea expressed in the simple sentence seem extra-important.
If a writer uses a pattern of mostly simple sentences, the speaker may come across as childish and immature. This may also create a blunt, rude, or even angry tone. It may also seem as if the writer is talking down to the reader.

Go to a book that you have read or are currently reading. Look at the sentences there. What is the average sentence length? You may wish to find a book by another author and compare the sentence length. You can also compare the sentence length to a book meant for younger readers. What are you finding? See if you can find a sentence in the text that is much shorter than the average length. Figure out why that sentence is shorter. Why did the author want to call the reader’s attention to that sentence? Is it emotionally charged? Does it contain an idea that greatly impacts the text or story? Think about these questions whenever you find unusually short sentences in a text.

In this part of the lesson, you focused on close reading certain paragraphs in “Flowers for Algernon” to examine analogy, diction, and sentence variety (or syntax). Next, you will finish the close reading and analyze how Charlie’s experience changes him.
“Flowers for Algernon” - Part 5

Objectives
- To read “Flowers from Algernon” by Daniel Keyes and determine the theme
- To compose an analysis of the theme through examining plot, setting, and characters

Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- Launch Text: “The Human Brain”
- "Flowers for Algernon” by Daniel Keyes
- Sticky notes (either digital or paper)

Assignments
- Watch Launch video and respond to the following question in your ELA Journal: What limits might there be on the capacity of human memory?
- Complete first read of the Launch text “The Human Brain.”
- Complete Quickwrite: In what ways can people be intelligent?.
- Complete first read of “Flowers for Algernon” by Daniel Keyes.
- Complete Concept Vocabulary and Word Study.
- Complete Close Read and Analysis activities.
- Practice using direct and indirect objects.
- USE: Analyze theme of “Flowers for Algernon” by Daniel Keyes.

LEARN

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.

You have read a scene from "Flowers for Algernon." In this part, you are going to practice your fluency by focusing on reading with phrasing.

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 “Flowers for Algernon” 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. The different colors of text will help you chunk the words into phrases.
Charlie's Voice. July eighteenth. They all think I’m killing myself at this pace. But they don’t understand I’m living at a peak of clarity and beauty I never knew existed. It’s as if all the knowledge I’ve soaked in during the past months has lifted me to a peak of light and understanding. This is beauty, love, and truth all rolled into one. This is joy. And now that I’ve found it, how can I give it up? [Strauss snaps off the machine and inserts new tape as he speaks.]

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 10—15 of “Flowers for Algernon” 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.

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 “Flowers of Algernon” and click on the audio to listen to it being read aloud from 2:00 – 2:35.

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 10—15 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 continued close reading the short story, “Flowers for Algernon” in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning. Now, you will finish the Close Reading activities for the story. Focusing on the way events in a story change a character helps you understand the larger ideas or theme the author is trying to convey.

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 reading for Paragraph 219. Write your responses in your ELA Journal.

**CLOSE READ POSSIBLE RESPONSE**

Paragraph 219: Charlie seems to only generalize people, such as deciding who is and who is not his friend. He doesn’t grasp that Joe Carp might not actually be his friend; he may only pity Charlie. Charlie’s intelligence is indeed very simple and not nearly as sophisticated as before.

Now that you have completed close reading the story, go to the Making Meaning section in your textbook and complete the Analyze the Text activities, Questions 1–5. Write your answers in your ELA Journal.

**TEACHING NOTES**

**ANALYZE THE TEXT POSSIBLE RESPONSES**

1. By the end of the story, Charlie has lost much of the intelligence he gained through the experiment and is returning to the level of intelligence he had at the beginning. He is different because he has had the experience of being extremely intelligent.
2. His diary shows how his mental and emotional capabilities are changing. First, they get stronger, and then he relapses to his former mental state.
3. Through this experience, he has gained a better understanding of himself and the people around him.
4. Charlie’s relationships become more complicated.
5. Your student may say that changes in the human brain can impact the way that people understand the world and communicate.
If your student fails to cite evidence, then remind him or her to support ideas with specific information.

If your student struggles to form an opinion about Charlie's choice, then review the pros and cons of the choice.

You have analyzed how the events of “Flowers for Algernon” change Charlie’s relationships and perspective. In the next part of this lesson, you will focus on finding the theme of the story and will learn more about direct and indirect objects.

✔ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you analyzed how the events of “Flowers for Algernon” in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning change Charlie’s relationships and perspective. Now, you will identify the theme of the story through analysis of point of view and allusions. Good readers use evidence about characters and point of view to determine the larger point an author is making in a text.

Review the Analyze Craft and Structure: Development of Theme in the Making Meaning section.

The theme is what the author’s lesson about the topic of a piece of literature. A theme involves insights and ideas. It is usually stated in one to two sentences.

Read the section on theme and point of view. Then complete Practice questions 1–5 in your ELA Journal.

**TEACHING NOTES**

Explain to your student that the point of view from which a story is told affects how the reader experiences the characters and the plot. For example, in this story, the reader gets to understand and feel everything Charlie describes about his journey. Ask your student to describe how the story would be different if it were told from the point of view of another character or from that of a narrator who is outside the story. Guide your student to explain his or her thinking.
PRACTICE POSSIBLE RESPONSES

1. a. Charlie narrates the story through his journal entries.
   b. The story is told in first-person naive point of view because Charlie doesn’t often understand how people around him think about him.
2. a. At the beginning, Charlie does not know why the scientists are interested in him.
   b. He begins to see the way others treated him and he begins to understand that some people make fun of him.
3. Charlie can only describe what he understands. For example, he says they have fun at the factory, but he later learns that the men there mock him.
4. a. Responses will vary.
   b. Your student may suggest that science should not interfere with human intelligence. Your student may say that gaining knowledge has risks and rewards.
5. a. Charlie gets involved with something that many people believe should not be pursued.
   b. Your student may say that this story develops a theme around the limits of scientific research.
   c. Charlie’s story may be different because Charlie does not make an informed decision to participate in the study.

ANOTHER WAY...

POINT OF VIEW AND THEME

If you find it challenging to analyze point of view to understand theme in “Flowers for Algernon,” you can stop and think about how the story might be different if told from another character’s point of view.

Revisit a few of Charlie’s diary entries from the beginning, middle, and end of the story. Choose another character from the story. Retell the events in each entry from that character’s point of view. You can write down your retelling or tell it to your Learning Guide. Then compare and contrast your retelling with the original version. What details stand out in each? What seems important in each? How does the point of view affect how the story is told?

Once you’ve considered another point of view, go back to the questions. Think about how reading the story from Charlie’s point of view affects what you learn about the characters and, ultimately, the theme.

TEACHING NOTES

If your student is struggling to analyze point of view in order to understand theme, have him or her take some time to imagine parts of the story from another point of view. Have your student consider a few of the diary entries. It will be helpful to consider entries from the beginning, middle, and end in order to capture the changes Charlie goes through.
Your student might choose the entry titled “progris riport 2–martch 6” and tell it from the point of view of the man conducting the test. Your student might write something like this:

Today, we gave Charlie an ink blot test. He seemed very nervous, like he didn’t know what was expected of him. He didn’t understand the concept of the test and kept reporting that he saw ink on the cards rather than describing imagined pictures as we would normally expect. I found it heartbreaking and frustrating that this man couldn’t grasp a simple concept. Poor Charlie. I stayed patient and tried to explain the test to him, but he continued to see only the ink. I’m hoping that these experiments are successful.

Discuss with your student how the two versions are different. Your student should recognize that he or she learns different things about the characters. Your student might say that in the original, the details of Charlie trying hard to understand and thinking he is being tricked stand out, while in the new version the tester’s patience and empathy stand out.

Continue in this fashion with one or two more entries. Then have your student return to the questions about point of view and theme.

QUICKWRITE

Recall that Fanny makes an allusion to a biblical story in Paragraph 126. Fanny comments, “It was evil when Eve listened to the snake and ate from the tree of knowledge. It was evil when she saw that she was naked. If not for that none of us would ever have to grow old and sick and die.”

This is not the only allusion in the story. In Paragraph 192, Charlie talks about John Milton and Paradise Lost. This is an epic, narrative poem about Adam and Eve, how they came to be created, and then lost their place in the Garden of Eden, also called Paradise. In the story, the serpent tempts Adam and Eve to eat the forbidden fruit that gives knowledge. This knowledge leads to their downfall. Think about the connection the author of “Flowers for Algernon” makes by including this allusion. Why do you think the author chooses to mention John Milton and Paradise Lost here? Write your answers in your ELA Journal.

TEACHING NOTES

QUICKWRITE POSSIBLE RESPONSE

The author could have mentioned any difficult text to show that Charlie is angry that he can no longer understand intellectual writing. Because Paradise Lost is about Adam and Eve gaining knowledge that leads to their downfall, there is a deeper meaning in including it. The experiment on Charlie to make him more intelligent is like him getting the forbidden fruit. He has gained knowledge but lost relationships, and now is losing his intelligence again. Charlie is experiencing a downfall because of the experiment. Just like Adam and Eve, he is being banished from the paradise he thought he had gained.
Go to the **Conventions** activities in the **Language Development** section of your textbook for “Flowers for Algernon.” Read the information on direct and indirect objects. Then, complete the **Read It** and **Write It** exercises for direct and indirect objects in your ELA Journal.

### TEACHING NOTES

Identifying direct and indirect objects can be tricky. Point out that you cannot have an indirect object without having a direct object because the indirect object gives you more information about the direct object. Find the direct object first. If there is no direct object, there will be no indirect object.

### READ IT POSSIBLE RESPONSES

1. a. Subject: Algernon, Verb: beats, Direct Object: Charlie
   b. Subject: Miss Kinnian, Verb: teaches, Direct Object: reading and writing, Indirect Object: Charlie
   c. Subject: Charlie, Verb: trusts, Direct Object: the doctors
2. Subject: I; Verb: am sending, Direct Object copy; Indirect Object you

### WRITE IT POSSIBLE RESPONSES

2. S: co-workers, V: trick, DO: him; Charlie’s co-workers often trick people who are less intelligent.
3. S: Charlie, V: admires, DO: Miss Kinnian; Charlie greatly admires Dr. Nemur and Dr. Strauss’s work.

In this part of the lesson, you determined theme through analysis of points of view and allusions. You also practiced identifying direct and indirect objects. Next time, you will write about the theme of “Flowers for Algernon.”

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
"Flowers for Algernon" - Part 7

Objectives
- To read "Flowers from Algernon" by Daniel Keyes and determine the theme
- To compose an analysis of the theme through examining plot, setting, and characters

Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- Launch Text: "The Human Brain"
- "Flowers for Algernon" by Daniel Keyes
- Sticky notes (either digital or paper)

Assignments
- Watch Launch video and respond to the following question in your ELA Journal: What limits might there be on the capacity of human memory?
- Complete first read of the Launch text "The Human Brain."
- Complete Quickwrite: In what ways can people be intelligent?
- Complete first read of "Flowers for Algernon" by Daniel Keyes.
- Complete Concept Vocabulary and Word Study.
- Complete Close Read and Analysis activities.
- Practice using direct and indirect objects.
- USE: Analyze theme of "Flowers for Algernon" by Daniel Keyes.

USE

You have read the short story “Flowers for Algernon” in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning. In the story, Charlie undergoes a procedure that quickly improves his lower-than-average intelligence. The mouse, Algernon, undergoes the procedure before Charlie does. Charlie watches how the surgery affects Algernon, knowing that he too will experience the same effects.

Was it worth it? Charlie went through a tremendous change and went on a voyage of self-discovery. From his journals, the reader sees that with intelligence, Charlie gains self-awareness he never had before. He understood how others were treating him. He became aware of not just matters of intellectual understanding, but of emotional understanding. In the end, though, it all went away.

Answer the following questions, using what you have learned and specific details from the story.

USE FOR MASTERY

How is Charlie transformed by his experience of being intelligent?

- He has a new purpose in life—to try to become smart again.
- He is distrustful of everyone because he does not like being laughed at.
- He mourns for Algernon and thinks a cruel trick was played on them both.
- He does not trust the friends he had when he was smart.
How does the author support the idea that a person’s intelligence can be greater than his or her ability to understand it? Select ALL that apply.

☐ by showing the panic Charlie often feels as he changes

☐ by showing how Charlie’s ability to spell improves after the procedure

☐ by making Charlie a character that readers can feel sorry for

☐ by showing that Charlie knew he had not been treated well before the procedure

☐ by showing the difficulties Charlie has communicating with others before and after the procedure

You have analyzed the theme of “Flowers for Algernon.” In the next lesson, you will compare and contrast an adaptation of this story with the original.
From Flowers for Algernon - Part 1

**Objectives**
- To compare and contrast a script adaptation of the story “Flowers for Algernon” with the original story
- To assess the faithfulness of the script adaptation of the story “Flowers for Algernon”

**Books & Materials**
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- Flowers for Algernon by David Rogers
- “Flowers for Algernon” by Daniel Keyes
- Three-Column Chart

**Assignments**
- Read excerpt from Flowers for Algernon by David Rogers.
- Complete first read and Comprehension Check questions.
- Complete Close Read and Analyze the Text questions.
- Complete prewrite/planning for explanatory essay comparing the story “Flowers for Algernon” with the script adaptation.
- Draft, review, revise, and edit compare/contrast essay.
- USE: Answer the following question: Did the writer of the Flowers for Algernon script faithfully translate the story?

---

**LEARN**

**LEARN ABOUT...**

**Different Types of Intelligence**

You are going to be reading a short story entitled “Flowers for Algernon.” Before you do so, let's get some background knowledge!

Read [this article](#), called “9 Types of Intelligence,” to help you learn about different types of human intelligence. As the background to the reading tells you, one test cannot measure all types of intelligence accurately.

The article contains an infographic. Use this infographic to quickly learn about the nine different types of intelligence outlined by psychologist Howard Gardener.

After you read, answer these questions about different types of human intelligence:

1. If you are excellent at interacting with all types of people, what kind of intelligence do you probably have a great deal of?

2. What is one type of intelligence that successful dancers exhibit?

---

**TEACHING NOTES**

Your student will be reading a background article about different types of human intelligence. This will prepare your student for a later portion of the lesson, in which he or she will read and excerpt from “Flowers for Algernon.”
After reading this article, your student should know more about types of human intelligence.

Answers:

1. Interpersonal
2. Bodily-kinesthetic

In the previous lesson, you read the short story “Flowers for Algernon.” Now, you will compare and contrast the text with an excerpt from a dramatic interpretation of the story, written by David Rogers. Comparing and contrasting two versions of the same story helps you assess what different authors emphasize and the effect this has on the reader.

As you read, consider the following questions and write your answers in your ELA Journal:

- How is this script similar to the story’s original version?
- How is it different?
- Whose perspective do you gain in this adaptation?

Now, complete a first read from *Flowers for Algernon* in *myPerspectives* Unit 4: Human Intelligence, Whole-Class Learning.

Once you have completed your first read, go to the Making Meaning section of your textbook and complete the Comprehension Check.

VOCABULARY

- clarity
- peak
- unleashed

**TEACHING NOTES**

**COMPREHENSION CHECK POSSIBLE RESPONSES**

1. This scene takes place during the middle of the experiment. I can tell because the characters are amazed by Charlie’s level of intelligence, which is highest during the middle phase.
2. They are astonished by Charlie’s progress, almost as if they cannot believe it.
3. They have begun to understand that Charlie’s new level of intelligence has exceeded what they thought was possible. They seem almost afraid of where the experiment might lead.
4. Charlie reveals that Algernon is going to deteriorate.
Reread the script. As you read, imagine how each line would be delivered on stage. What tones of voice would convey the amazement the characters feel about Charlie's progress? Read the lines out loud so that you can hear them since this is written to be acted.

Notice that Charlie is not on stage during this scene, although his voice can be heard on a tape recording. This provides you with the opportunity to observe how other characters talk and feel about Charlie when he is not present. Think about this in relation to the short story which was told from Charlie's point of view. In your ELA Journal, write a few sentences to answer these questions:

- From whose perspective do you see the events in this scene?
- Why would the playwright choose this viewpoint?

### TEACHING NOTES

#### POSSIBLE RESPONSE

I see the events of the scene through the perspectives of Strauss and Burt. The playwright most likely wanted to give readers the viewpoint of what other characters think about Charlie. In a scene in which Charlie is not present, the characters' reactions to Charlie will probably be different from the way they react to him when Charlie is present.

Point out to your student that the purpose of stage directions in a script is to provide mechanical directions for placement of actors and props on stage, movement, sound, lighting, and many other technical aspects of a scene. But stage directions can also reveal a playwright's larger purpose or strategy in crafting a scene - to promote the plot or develop deeper understandings of characterization and theme. Discuss with your student how this scene might have played out differently if the playwright had decided to place Charlie on stage with the other actors.

In this part of the lesson, you read an excerpt from a dramatic interpretation of the short story "Flowers for Algernon." You considered how the character of Charlie is revealed even though he is not on the stage or in the scene. Next, you will begin to prewrite an essay comparing the short story with the dramatic adaptation.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you read a scene from the play *Flowers for Algernon* based on the short story of the same name. Now, you will begin planning and prewriting for an essay comparing and contrasting the two versions. Comparing and contrasting a dramatic adaptation of a story helps you see how your view of a story changes based on perspective as well as the elements an author or playwright chooses to emphasize.

Your completed essay will be written in response to the following prompt:

- Using information from class notes, as well as details from both versions of “*Flowers for Algernon*,” write an explanatory comparison-and-contrast essay in which you identify the unique characteristics of a short story and a script and explain how those characteristics influence the ways in which a writer tells a story.
The events depicted in the script excerpt do not appear in the short story. The playwright has taken “dramatic license.” He created a scene that is not found in the short story, but that is loyal to the spirit of the story's content. The scene in the script excerpt would take place roughly at the time of paragraph 171 of the story.

Find the **Effective Expression** section of your textbook in *myPerspectives* Unit 4: Human Intelligence, Whole-Class Learning. Use a three-column chart to compare techniques in the two versions of the story. You can draw a chart in your ELA Journal. Your chart should look like this:

<table>
<thead>
<tr>
<th></th>
<th>Short Story</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of view</strong></td>
<td>First person, from Charlie's point of view</td>
<td>Third person, each character speaks, telling the story.</td>
</tr>
<tr>
<td><strong>Conflict</strong></td>
<td>From Charlie, who at first is positive about most characters but then turns negative about some</td>
<td>From dialogue, and also possibly from stage directions earlier in the script</td>
</tr>
<tr>
<td><strong>Characterization</strong></td>
<td>Charlie describes the conflicts; his analysis of the conflicts changes as his level of intelligence changes.</td>
<td>From dialogue, and from the stage direction that indicates that Burt has brought in a pile of work.</td>
</tr>
</tbody>
</table>

Complete the chart and then respond to the two **Notebook** questions in the **Writing to Compare: Planning and Prewriting** section of your textbook.

---

**TEACHING NOTES**

**Possible responses:**

<table>
<thead>
<tr>
<th></th>
<th>Short Story</th>
<th>Script</th>
</tr>
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</tr>
</tbody>
</table>

1. Visualization is more important when reading the short story, because in some sections Charlie provides little description. The script uses stage directions to help the reader visualize the action.
2. Your student may say that the script provides multiple points of view, whereas the short story is told through the changing lens of Charlie’s capabilities. Some students may say that the short story forces readers to make more inferences as Charlie is not always a reliable narrator.
ANOTHER WAY

Writing About Differences Between Short Story and Play

You read an excerpt from an adaptation of the short story "Flowers for Algernon" in which the story was adapted into a play. You are going to be writing one or two paragraphs about this topic:

Did the writer of the play Flowers for Algernon script faithfully translate the story?

To help you compare the play to the short story, you can use a Venn Diagram.

- Label the left-hand side outer circle: Play adapted from story "Flowers for Algernon"
- Label the right-hand side outer circle: Short Story

In the outer circles, write details that tell how the subjects are different. These are details that are unique to either the play or the short story. Where the circles overlap in the middle, write details that tell how the subjects are alike.

For example, if you were using a Venn diagram to compare spiders and dogs:

Use the Venn diagram to compare differences and similarities between the two works. This will help you answer the prompt about whether the writer of the play faithfully translated the short story.

TEACHING NOTES

Your student will complete a Venn Diagram in order to compare and contrast the play adaptation with the original short story, “Flowers for Algernon.”

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

Play adapted from story "Flowers for Algernon"- Written in play form as conversation between characters
In this part of the lesson, you began planning and prewriting an essay comparing and contrasting the script and the short story versions of the story “Flowers for Algernon.” Next, you will begin drafting your essay.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have already planned and prewritten for an essay comparing and contrasting the dramatic adaptation of the story "Flowers for Algernon" with the original story. This time, you will begin outlining and drafting your essay. Good writers outline an essay before writing so they can ensure their ideas are well organized.

Before you continue your writing, answer the Quick Check to assess your understanding of literary techniques in a script.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

The specific features of a writing form have a strong influence on a writer’s choices. You are writing a comparison essay and need to understand how each technique is portrayed in each form for “Flowers for Algernon.”
For more information on each technique as well as other literary techniques used in short stories, read more about Short Story Elements & Techniques Vocabulary. You can use the flashcards to study terms, then play the Match and Gravity games to practice!

For more information on each technique as well as other literary techniques used in scripts, read more about Drama Literary Terms.

For your essay, see if you can find another technique common in both the script and the short story “Flowers for Algernon” and discuss how it is used.

Go to the Drafting section in the Effective Expression: Writing to Compare section in the text. Review the outlining options (block or point by point) and determine which will work best for your essay.

Block organization involves discussing each selection in separate sections of the paper. It can be effective to save comparisons for the section about the script, since the short story will have already been discussed in the previous section.

Complete an outline for your essay. Before you begin drafting the essay itself, draft a strong introduction and a conclusion in your ELA Journal or in a word processing program. The conclusion should not just restate information in the introduction. The conclusion should restate main ideas in a way that leads naturally to an interesting or challenging idea.

Now, write the first draft of your essay.

In this part of the lesson, you organized your essay and then drafted a strong introduction and a strong conclusion. Next, you will review, revise, and edit your essay.
You have already outlined and drafted an essay comparing and contrasting two versions of “Flowers for Algernon.” Now you will review, revise, and edit your essay. Revising is an important part of the writing process because it gives you an opportunity to clarify your ideas, so they are ready for an audience.

Go to the Review, Revise, and Edit activities in the Effective Expression: Writing to Compare section of the text in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning. Answer each question as it pertains to your essay. Revise as needed based on your answers.

Review your draft to be sure you have explained your thinking clearly. Make sure you have compared and contrasted how the characteristics of the two versions affect the way the writers tell the story. Finally, check for grammar, usage, and mechanics.

In this part of the lesson, you prepared your essay through the revision and editing stages. Next, you will complete the USE for this lesson.

Rate Your Enthusiasm

Please go online to view and submit this assessment.
In this lesson, you read an excerpt from an adaptation of the short story "Flowers for Algernon" in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning. Then you compared and contrasted this adaptation with the original short story. Now think about how well the adaptation captures the spirit of the original story.

USE FOR MASTERY

You may use your essay and any of your notes to answer the following prompt:

- Did the writer of the play Flowers for Algernon script faithfully translate the story? Use details from the story and the script to support your answer (1–2 paragraphs).

Upload your answer below.

Use the text editor to enter your answer.
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Make a clear claim about the playwright's faithfulness to the story?
- Include at least two details and quotes from both the script and the story to support the claim and logically analyze how these details support the claim?
- Use words and phrases to create cohesive ideas?
- Write a concluding statement reinforces your claim?
Write an Informative Speech - Part 1

**Objectives**
- To write an informative speech from a literary character's point of view
- To ensure correct subject-verb agreement in writing

**Books & Materials**
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- From Flowers from Algernon by David Rogers
- Flowers from Algernon by David Keyes

**Assignments**
- Complete interactive activity reviewing Steve Jobs' speech.
- Complete the Prewriting and Planning activities to write an informative speech.
- Draft a speech from Charlie's point of view incorporating subject-verb agreement.
- Revise the speech.
- USE: Edit, proofread, and publish the speech.

**LEARN**

You have read a short story and an excerpt from a script about a character whose intelligence transforms dramatically. Now, you will use your knowledge of these texts to write an informative speech from Charlie's point of view. Your speech should accurately portray Charlie's character. This includes his knowledge and ideas, based on details from the short story and script.

**INTERACTIVE ACTIVITY**

A well-written speech can be an exciting event for both the speaker and audience. Speeches can be difficult to write because they are meant to be delivered live, to people who are present, unlike essays and books that the author writes for people to read on their own, away from the author.

This format introduces some challenges in organization, language, and evidence that are unique to speeches. Steve Jobs, the former CEO of Apple and Pixar, delivered a speech at the commencement of Stanford University in which he thought about these challenges and delivered a powerful message.

To help you understand how successfully navigate writing a speech, watch the video *Steve Job's 2005 Stanford Commencement Address* (15:04). As you watch, jot the answers to the following questions in your ELA Journal:

1. What is Jobs’s central idea?
2. How does Jobs organize his speech into larger sections?
3. What kind of evidence does he use to make his points?
4. How does Jobs keep the audience engaged?

Please go online to view this video ▶
POSSIBLE RESPONSES

1. “Stay hungry; stay foolish.” Jobs encourages the audience to maintain drive for what they want to achieve and to dream beyond what others might think is wise.
2. Jobs organizes his speech into 3 stories from his life.
3. Jobs uses personal anecdotes, but also facts from his life.
4. Jobs uses humor, addresses the audience directly, and makes his speech vulnerable and personal.

Review the assignment in the Performance Task: Writing Focus – Informative Speech section of your textbook in myPerspectives Unit 4: Human Intelligence, Whole-Class Learning.

You have read about Charlie's intellectual transformation, the research he is a part of, and the knowledge he gains from his experience. Imagine yourself as Charlie at the beginning of June, ten weeks after the experimental surgery.

Write an informative speech on this question: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?

You may use all notes that you have taken for the first two parts of the lesson in this unit.

For this essay, you will write in someone else's voice, from someone else's point of view. A speech is usually formal in style and academic vocabulary. It is meant to be read aloud, so take into consideration such elements as sentence length and complexity.

Review point of view with your student. Ask him or her what the difficulties might be in separating what he or she thinks from what Charlie might think. Point out that Charlie uses evidence to support how he feels. Your student should complete the assignment using word processing software to take advantage of editing tools and features. Your student may wish to review speeches such as the Steve Jobs speech or presidential speeches as models.

Review the academic vocabulary found in the Unit Opener. Remind your student that he or she can use the vocabulary learned in this unit in his or her speech.

Complete the Planning and Prewriting activities in the Performance Task: Writing Focus - Informative Speech section of your text. This includes the following: Focus on Giving information, Consider Central
Ideas, Gather Evidence, and Connect Across Texts. You may write in your ELA Journal or in a word processing program.

A point of confusion in writing this speech might be that you are writing about a fictional character and a fictional event, yet you are being asked to cite evidence to support the points made in the speech. While the evidence you provide should remain true to the story, you can be creative. If the evidence makes sense with the story, you may use it.

Remind your student that some of the central ideas he or she lists might be like each other. This is an indication to combine two items to be one more comprehensive idea. Also remind him or her to make sure supporting details or minor ideas are not on the lists. Your student might want to keep track of supporting details on a separate piece of paper so he or she can use them in the drafting phase.

The short story and the script show two different perspectives of the same story. In the short story, there is a first-person narrator, but the script has a third-person point of view. This gives your student a wider perspective on who Charlie is and how he thinks. Have your student consider both as he or she writes.

Brainstorming for an Informative Speech

You are going to be writing an informative speech from Charlie's perspective in "Flowers for Algernon."

You will answer this question:

What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?

Use a Web B Graphic Organizer to brainstorm ideas. In the middle, write your topic:

What has happened so far, and what might happen next?

Then in the six bubbles, write down different points you will probably include in your informative speech. Note that you do not have to fill in each bubble and that you do not have to write in complete sentences for this brainstorming and pre-writing activity.
Ideas, Gather Evidence, and Connect Across Texts. You may write in your ELA Journal or in a word processing program.

A point of confusion in writing this speech might be that you are writing about a fictional character and a fictional event, yet you are being asked to cite evidence to support the points made in the speech. While the evidence you provide should remain true to the story, you can be creative. If the evidence makes sense with the story, you may use it.

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The short story and the script show two different perspectives of the same story. In the short story, there is a first-person narrator, but the script has a third-person point of view. This gives your student a wider perspective on who Charlie is and how he thinks. Have your student consider both as he or she writes.

Brainstorming for an Informative Speech

You are going to be writing an informative speech from Charlie’s perspective in “Flowers for Algernon.” You will answer this question:

What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?

Use a Web B Graphic Organizer to brainstorm ideas. In the middle, write your topic:

Topic: What has happened so far, and what might happen next?

Bubble 1: Happened so far: Intelligence increased

Bubble 2: Happened so far: Relationships with people have changed and improved

Bubble 3: May happen in future: Money, fame, and success

Note that the ideas and opinions based on the reading may be different for each student.

In this part of the lesson, you completed the prewriting and planning activities for your informative speech from Charlie’s point of view. Next, you will begin drafting the speech.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you began planning an informative speech from Charlie’s point of view about the experiment. Now, you will begin drafting the speech using effective organization techniques. Good writers carefully consider how to structure an essay or speech to effectively communicate ideas.

Your text offers three different ways of organizing your speech: cause and effect, compare-and-contrast, and problem and solution organizations. Review the information on each of them in the Performance Task: Writing Focus section of your textbook in the Drafting activities and determine which will work best for your speech. The choice is based on personal preference. If the speech is well-constructed, any choice can work.

Then, begin to draft your speech using the organizational pattern that you selected. Work to include information about science and Charlie’s experiences as well as focus on communicating Charlie's point of view. Be clear in presenting information and use vivid details. You do not need to write your whole draft during this part of the lesson. You will have time in the next part to complete your draft.

You have begun drafting your informative speech from Charlie's point of view. Next, you will complete your draft and check for subject-verb agreement.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you began drafting your informative speech from Charlie's point of view about the experiment. Now, you will complete your draft and check for subject-verb agreement.

Once you have completed your first draft, go to the Performance Task: Writing Focus, Language Development: Conventions section and review the information on subject-verb agreement. Read the information in this section, including the information written Read It and Write It activities.

In checking for subject-verb agreement, your student should first identify if the subject is singular or plural. Once that is established, he or she should look at the verb and ask if it is singular or plural. Subject-verb agreement means the subject and verb are either both singular or both plural.

Point out that in the examples, the singular verbs end with an s, while the plural verbs do not. This might be counter to what your student expected. With nouns, we generally think of words ending with an s as plural. This is not the case with the verbs. While your student most likely uses correct subject-verb agreement as a matter of everyday speech for these simple sentences, he or she may not have considered this pattern.

Please go online to view and submit this assessment.
Singular verbs end with an -s or an -es in the present tense, while the plural verbs do not. This might be counter to what you expect, since nouns end with an -s as plural. This is not the case with the verbs. While you use correct subject/verb agreement as a matter of everyday speech for these simple sentences, you may not have considered this pattern. Visit the Purdue University Online Writing Lab (OWL) for more subject-verb agreement rules and examples.

Remember that good writing begins with good grammar. Making sure that your subjects and verbs agree shows that you take pride in your grammar rules!

Now that you have checked your understanding of subject-verb agreement, review your speech. Revise any mistakes in subject-verb agreement. Revise any other grammatical errors you find as you review your speech.

You have already completed the first draft of your informative speech and reviewed it for subject-verb agreement. Next, you will revise the speech.
In the last part of this lesson, you completed the first draft of your informative speech from Charlie's point of view and checked it for subject-verb agreement. Now, you will focus on revising the speech. The revision process is essential to clarifying your ideas and organization so that your writing is ready for an audience.

The information you need in order to revise your speech is found in your text in the Performance Task: Writing Focus section under Revising activities. Use the checklist as well as the information in the Revising activities to strengthen your writing.

Evaluate your draft to determine if it contains all the required elements, is organized well, and adheres to the norms and conventions of an informative speech.

Review your notes on “Flowers for Algernon.” Consider incorporating the vocabulary, as well as any related words you discovered. Informative texts often provide definitions where the word is used. You can do this through context clues, restatement, or other strategies.

Use transitions that connect Charlie's thinking to the information you want to communicate. Transitions are especially helpful in cause-and-effect explanations as well as in comparing and contrasting.

You have revised your draft of the informative speech. Next, you will edit, proofread, and publish your speech.
You have written an informative speech from Charlie’s point of view about the experiment. Now you will edit and proofread your speech before publishing it.

Reread your draft for accuracy and consistency. Correct any errors in grammar and word usage. Make sure all your subjects and verbs agree in number.

Read your draft carefully, looking for errors in spelling and punctuation. Use a dictionary to check the spelling of all key terms. In addition, check your spelling of commonly confused words, such as affect (usually a verb) and effect (usually a noun). Finally, check your spelling of homonyms—words that sound the same but have different meanings and usually spellings, such as their, they’re, and there.

**USE FOR MASTERY**

Now you are ready to publish your speech, from Charlie’s point of view, about the experiment.

Upload your essay below.

---

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

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You have written an informative speech from Charlie's point of view about the experiment. Now you will edit and proofread your speech before publishing it.

Reread your draft for accuracy and consistency. Correct any errors in grammar and word usage. Make sure all your subjects and verbs agree in number.

Read your draft carefully, looking for errors in spelling and punctuation. Use a dictionary to check the spelling of all key terms. In addition, check your spelling of commonly confused words, such as affect (usually a verb) and effect (usually a noun). Finally, check your spelling of homonyms—words that sound the same but have different meanings and usually spellings, such as their, they’re, and there.

USE FOR MASTERY

Now you are ready to publish your speech, from Charlie's point of view, about the experiment.

Upload your essay below.

Word Limit

0/10000

File Limit

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

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Introduce your topic on Charlie's point of view about the experiment, previewing what is to follow organizing ideas, concepts and information, into broader categories? (Include formatting, graphics, and multimedia when useful to aiding comprehension)
- Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples?
- Use appropriate and varied transitions to create clear connections between thoughts and clarify the relationship among ideas and concepts?
- Use precise language and domain-specific vocabulary to explain the topic, while maintaining a formal style?
- Provide a concluding statement or section that emphasizes the main idea and supports the information or explanation presented?
- Use correct grammar and spelling throughout?
## Ender's Game - Part 1

### Objectives
- To analyze internal and external conflicts in a novel
- To compose an essay analyzing the advantages and disadvantages of intelligence

### Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- Ender's Game by Scott Orson Card
- Conflict resource sheets
- Characterization worksheet

### Assignments
- Read Chapters 1-5 of Ender's Game and complete Vocabulary activities and Comprehension Check questions.
- Complete Conflict worksheets activity.
- Read Chapters 6-10 of Ender's Game and complete Comprehension Check questions.
- Read Chapters 11-15 of Ender's Game and complete Vocabulary activities and Comprehension Check questions.
- Answer the following question: Would you feel guilty if you were Ender?
- USE: Write an essay in response to a prompt about the novel Ender's Game.

### LEARN

### LEARN ABOUT...

**Orson Scott Card**

You are going to be reading a novel entitled "Ender's Game." Before you do so, let's get some background knowledge!

Read [this article](#), called "Orson Scott Card," to help you learn more about the novel's author. The article is written chronologically. It explains the life of Orson Scott Card in time order.

After you read, answer these questions about Orson Scott Card:

1. What are some of the genres (types of writing) that Orson Scott Card has written?
2. *True or false:* Orson Scott Card did not develop a love for reading until he was an adult.

### TEACHING NOTES

Your student will be reading a background article about author Orson Scott Card. This will prepare your student for a later portion of the lesson, in which he or she will read a novel by this author called "Ender’s Game." After reading this article, your student should know more about Orson Scott Card.
In a previous part of this unit, you examined two versions of the story “Flowers for Algernon,” in which a man quickly gains intelligence at the cost of his relationships. Now, you will begin reading a novel that questions morals, ethics, and how intelligence affects the choices you make. As you read the first few chapters, you will focus on conflict in the story. Good readers pay attention to the cause of conflict and how characters respond in order to understand theme and the author’s purpose for writing the story.

Before you begin reading, learn about the author Orson Scott Card:

Orson Scott Card was born in Richland, Washington, and grew up in various cities in the American West. Card began his writing career with a series of plays and musical comedies in the 1960s and 1970s; he also ran his own theater company, operating out of The Castle, an outdoor amphitheater in Provo, Utah. Eventually, the company was shut down due to mounting debts. It was in this period that Card turned to writing fiction.

Although he is best known for his science fiction, Card has written in many other genres, including fantasy, historical fiction, and religious fiction. He has also co-authored a manga series, Laddertop, with his daughter Emily Card.

As you read Ender’s Game, keep the following literary elements in mind:

- IRONY occurs when there is an incongruity between one idea and another, often creating a kind of humor—as when someone makes a speech about the evils of hunger while enjoying a good meal.
- CHARACTERIZATION is the way in which a writer reveals information about a character. In direct characterization, a writer 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 or what other characters say about him or her.
- SYMBOL is a literary device in which an object or image stands for a deeper concept.
- CONFLICT is a struggle between opposing forces in a narrative. External conflict occurs between characters or between a character and a larger force, such as nature or society. Internal conflict occurs within a character who faces opposing ideas, feelings, or choices.
- FOreshadowing happens when the author uses a words or phrases to hint at something that will come later—which may be explicit, or something the reader only discovers when that event unfolds.

Answers:

1. Science fiction, mystery, horror
2. False
CONTEXT VOCABULARY

When you encounter the vocabulary words that appear at the beginning of this lesson part in the text, do your best to determine their definitions through contextual clues. Write down your ideas in your ELA Journal. Then, look up the definitions to see how close you were.

VOCABULARY CHAPTERS 1-5

- supine
- mirth
- flotilla
- evade
- opaque

VOCABULARY DEFINITIONS FOR CHAPTERS 1–5

1. supine adj. lying flat on one’s back
2. mirth n. laughter, amusement
3. flotilla n. a fleet of ships
4. evade v. avoid, dodge
5. opaque adj. not able to be seen through; not transparent

VOCABULARY

WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS

As you read Ender’s Game, you will encounter words that may be unfamiliar to you. Often you may know one meaning of a word, but that meaning doesn’t make sense in the context of the text. When this happens, you need to know what to do to determine the meaning of the word from the context.

Watch the videos below to review using synonyms and antonyms as context clues and how to use general sense and inferences to guess unknown words.

Please go online to view this video ▶

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WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS

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Watch the videos below to review using synonyms and antonyms as context clues and how to use general sense and inferences to guess unknown words.

Watch the videos with your student. He or she will be using the strategies illustrated in the videos to complete vocabulary activities for Ender’s Game.

For the first part of this lesson, read Chapters 1–2 and define the vocabulary for these chapters in your ELA Journal. You will also answer guiding questions for your reading in part 2 of this lesson. You may wish to preview these questions and answer them as you read. These questions are printed in part 2 of this lesson.

As you read, make note of where Orson Scott Card uses direct and indirect characterization for Ender. As the main character, Ender faces moral conflict. As you read, think about how his intelligence affects him positively and negatively, especially in relation to morality, or what he believes is right and wrong. Ender and the other students also face both internal and external conflict. To analyze conflict in these chapters, you may use the graphic organizer from this worksheet as you read.

Now, read Chapters 1–2 of Ender’s Game while taking note of the items above.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
### Ender’s Game - Part 2

#### Objectives
- To analyze internal and external conflicts in a novel
- To compose an essay analyzing the advantages and disadvantages of intelligence

#### Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- Ender’s Game by Scott Orson Card
- Conflict resource sheets
- Characterization worksheet

#### Assignments
- Read Chapters 1-5 of Ender’s Game and complete Vocabulary activities and Comprehension Check questions.
- Complete Conflict worksheets activity.
- Read Chapters 6-10 of Ender’s Game and complete Comprehension Check questions.
- Read Chapters 11-15 of Ender’s Game and complete Vocabulary activities and Comprehension Check questions.
- Answer the following question: Would you feel guilty if you were Ender?
- USE: Write an essay in response to a prompt about the novel Ender’s Game.

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### GRAMMAR

#### VERB MOOD

**Step 1**

You have been reading to understand characterization and conflict in a novel. 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 how an author’s use of mood contributes to style and tone.

Read this sentence from *Ender’s Game*.

> It was the government’s idea, they were the ones who authorized it—how else could a Third like Ender have got into school?

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.

What do you notice about the verb mood in this sentence?

Your Learning Guide has divided this sentence into chunks. Separate the sentence into three independent clauses. Which clauses have what mood?

You have learned that it’s important to avoid inappropriate shifts in verb mood because such shifts can be confusing. Do you think the shift in this sentence is confusing? Why or why not?

Authors can use mood shifts for effect in writing.

Read the sentence again, thinking about the mood shift and from whose point of view the story is written. Is the shift in mood appropriate to the style and tone of the novel? Why or why not? Think about the effect of the shift versus if the author had written the whole sentence in the indicative mood. Why is this a stronger choice?

Step 4

Authors choose verb mood carefully when they write. A skillful author can use mood shifts to contribute to tone and style in a text. The way an author uses mood can also make writing feel more conversational. This is part of the author’s craft.

There has to be a reason for the mood shift. Otherwise, the shift is inappropriate.

Read the sentences. Identify the moods in each. Decide if the mood shift is effective or if it is inappropriate. With your Learning Guide, discuss why.

- Sign these papers, and then you should return to your office.
- I know you were distracted, but how could you forget me at the mall like that?

When can an author “break the rule” about avoiding shifts in verb mood?
Indicative 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.

What do you notice about the verb mood in this sentence?

Your Learning Guide has divided this sentence into chunks. Separate the sentence into three independent clauses. Which clauses have what mood?

You have learned that it’s important to avoid inappropriate shifts in verb mood because such shifts can be confusing. Do you think the shift in this sentence is confusing? Why or why not?

Authors can use mood shifts for effect in writing. Read the sentence again, thinking about the mood shift and from whose point of view the story is written. Is the shift in mood appropriate to the style and tone of the novel? Why or why not? Think about the effect of the shift versus if the author had written the whole sentence in the indicative mood. Why is this a stronger choice?

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There has to be a reason for the mood shift. Otherwise, the shift is inappropriate. Read the sentences. Identify the moods in each. Decide if the mood shift is effective or if it is inappropriate. With your Learning Guide, discuss why.

I know you were distracted, but how could you forget me at the mall like that?

When can an author “break the rule” about avoiding shifts in verb mood?

Step 1

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

- It was
- the government’s idea,
- they were
- the ones
- who authorized it—
- how else could
- a Third like Ender
- have got
- into school?

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 only way Ender could get into school was with the government’s permission, and he got it.

Step 2

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

Your student may make observations such as: The relative pronoun who introduces a clause that modifies ones. It gives more details about the government.

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 pronoun is who? What is its function in the sentence?

Step 3

Answer: The mood shifts in the sentence.
Your student should separate the chunks like this:

Indicative:
- It was
- the government's idea,

Indicative:
- they were
- the ones
- who authorized it—

Interrogative:
- how else could
- a Third like Ender
- have got
- into school?

Possible response: I don't think it is confusing because the dash appears where the mood shifts. This separates the sentence in a way that makes sense.

Possible response: Yes, it is appropriate. The story focuses on Ender and follows his thoughts, and the shift in mood makes it feel like I'm in his head. I think this is a stronger choice because it emphasizes that there's no other way. It asks a question that someone couldn't answer, because there is no other way.

Step 4

Possible responses:
- Imperative to indicative. This mood shift isn't appropriate. It doesn't contribute to style, and there doesn't seem to be a reason for the shift. It feels careless.
- Indicative to interrogative. This mood shift is effective, because it feels conversational. The speaker is saying that he or she understands something but still questions why an event happened.

Possible response: When there is a reason, like the shift contributing to the tone of the sentence or when it adds to the meaning.

Extension

You might extend the above activity with your student by doing the following:
Once you have completed your reading, answer the following:

In the last part of this lesson, you began reading *Ender's Game*. As you read, you examined the development of conflict. As you read Chapters 3–5 today, you will continue to look at the relationship between characterization and conflict. Good readers pay attention to characterization, so they understand the reasons characters react to each other and events in the ways they do.

Now, read Chapters 3–5 of *Ender's Game*.

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Have your student read this sentence:

> It was the government’s idea, they were the ones who authorized it—how else could a Third like Ender have got into school?

Say, “In this sentence, the author uses a mood shift to contribute to style. The moods in the sentence are indicative and interrogative. Verb mood affects tone. You can use this sentence to write new ones with different moods.”

Have your student consider the meaning of the sentence and then write new sentences in these moods: imperative, subjunctive, conditional.

Your student might write sentences like these:

- **Imperative**: Authorize Ender’s application to school!
- **Subjunctive**: I suggest that you don’t authorize a Third like Ender to get into school.
- **Conditional**: If the government authorizes it, Ender will be allowed to attend school.

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.

Point out that each sentence is about the same thing but has a very different tone. Ask, “How is the tone different in each sentence?” Possible response: The sentence in imperative mood feels very forceful because it is giving an order. The sentence in subjunctive mood doesn’t feel as forceful because it’s giving a suggestion. The sentence in conditional mood is stating how Ender can get into school. It doesn’t have a strong tone.

Ask, “How can you use verb mood as part of your craft as a writer?” Possible response: I can use it to help create tone in my writing.
Once you have completed your reading, answer the following **Comprehension Check** questions in your ELA Journal for Chapters 1–5:

1. Ender breaks the “rules of manly warfare” by kicking Stilson while he is on the ground. How does this work as indirect characterization of Ender?
2. What irony is created by the fact that Ender assumes that once his monitor is removed, he will be more accepted?
3. What is foreshadowed by Ender’s conclusion, after beating Stilson, that he is “just like Peter”?
4. Peter threatens to kill Ender and Valentine but then apologizes to Ender. What does this suggest about Peter’s personality?
5. What is the irony in the fact that Peter shows his humanity only when commiserating with Ender about not being chosen by the International Fleet?
6. When he is asked to leave his family, what is Ender’s internal conflict?
7. As he enters the shuttle, Ender immediately notices that it’s built to function with an up and a down. How is this indirect characterization of Ender?
8. On the shuttle, Graff singles out Ender and praises him in front of the other boys. Why is Ender upset by this?
9. What are the external conflicts in Ender’s arrival at Battle School?
10. How does Ender turn Bernard’s own bullying against him to both weaken Bernard and make friends with Shen?

**TEACHING NOTES**

RESPONSES

1. It shows—rather than states—that he is willing to be ruthless to achieve his goals.
2. Instead of making him more accepted, the removal of the monitor makes him vulnerable to cruelty, since no adults are watching.
3. It is foreshadowed that Peter is a sadist, but that Ender can also use sadistic means – without, however, being able to forgive himself for doing it.
4. While Peter is appallingly cruel, he is not completely unfeeling – at least when Ender is not being put above him.
5. Ender is chosen by the I.F. – and he is partly chosen because he has successfully gotten through the night with Peter.
6. He doesn’t want to leave his sister, but he knows that if he doesn’t go to Battle School, she may be killed by the buggers.
7. It demonstrates that Ender is not only brilliant, he also instinctively adapts himself as quickly as possible to new circumstances.
8. Being praised immediately makes all the other boys Ender’s enemies.
9. The teachers are deliberately isolating him, so the other launchies hate him, and he has to cope with that to survive. Meanwhile, he knows the teachers are to blame and will not help him, so he is opposed to the teachers as well.
10. He turns Bernard’s teasing about Shen wiggling his butt into an insinuation that Bernard is weirdly fascinated by other boys’ butts. By stopping Bernard from teasing Shen, Ender makes a friend of Shen.
ANOTHER WAY...

Indirect Characterization

If you find it challenging to analyze indirect characterization in the novel, try acting out dialogue and actions in the novel. Then talk with your Learning Guide about how it feels to do and say the things the character does. What kind of person would do and say the things you are acting out? The adjectives you use to answer that question will help you understand indirect characterization. Remember, indirect characterization is the information suggested about a character through his or her actions or what others say about him or her.

TEACHING NOTES

If your student is struggling to analyze indirect characterization, encourage him or her to act out the events noted in the questions. For example, for question 1, your student might imagine an opponent lying on the floor, act out violently kicking the opponent, and then read the words Ender says at the end of Chapter 1.

Your student should then report on how it feels to step into this character’s shoes.

Ask, “How did it feel to do and say these things?” Possible response: I felt angry but also like I was doing something wrong.

Ask, “What kind of a person would do and say these things?” Possible response: Someone who is looking out for himself or herself and is ok with hurting others to achieve a goal.

Continue in this fashion, working through the other questions and having your student act out what the character says and does and then discuss the experience and characterization.

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 “Flowers from Algernon,” 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 Ender’s Game.
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.

Watch the first minute of the following video with a person reading Chapter 3 of Ender's Game aloud. 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 the first page of Chapter 3 in Ender’s Game 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 first minute of this video to listen to a person reading Chapter 3 of Ender’s Game aloud.
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 the first page of Chapter 3 in *Ender's Game* 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 review the video of Chapter 3 by pausing at intervals and having your student read section-by-section.

### QUICKWRITE

If you had to choose between being the greatest genius in the world or having friends, which would you choose? Why?

### TEACHING NOTES

Answers will vary. Your student might think isolation is a fair price to pay for being a genius. He or she might also say that having friends and being accepted is more important to him or her.

In this part of the lesson, you read several chapters of *Ender's Game* and examined characterization and conflict. Next, you will continue reading the novel and respond to more questions about the text.

### RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you continued examining characterization and conflict in *Ender's Game*. Now, you will read Chapters 6–8. In your reading, you will continue to focus on characterization and conflict, and you will also analyze symbols. Taking time to decode symbols in a story helps you understand the deeper meanings the author wants to convey.

As you read these chapters, you will encounter some new vocabulary words. Please write a definition for the word as you read using clues in the text. Then look up the definition after reading.

Now, read Chapters 6–8 of *Ender's Game*.

**VOCABULARY CHAPTERS 6–8**

- desiccated
- raucous
- evade
• gall
• magnanimous

### TEACHING NOTES

**VOCABULARY DEFINITIONS**

- **desiccated** adj. dried up
- **raucous** adj. loud and harsh
- **evade** v. dodge, hide, as in running from something
- **gall** n. nerve, impertinence
- **magnanimous** adj. generous, especially toward someone weaker than oneself

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After reading, respond to the following questions in your ELA Journal. You may need to go back to part one of this lesson and review the definitions of symbol and indirect characterization.

1. What is the giant in the Giant’s Drink game a symbol of?
2. Why do you think Alai is willing to become friends with Ender, even though this will make Bernard angry?
3. In the computer game, what are the wolf-children symbols of?
4. Why do you think Petra wants to befriend Ender?
5. How does Ender’s action in arranging informal training sessions work as a form of indirect characterization?
6. What does Ender mean when he says he wants to keep practicing with the launchies because “From you I can learn what nobody knows”?
7. When Dink tells Ender “if the buggers were coming back to get us, they’d be here. They aren’t invading again,” how is this an example of foreshadowing?

### TEACHING NOTES

**POSSIBLE RESPONSES**

1. The giant may be a symbol of the buggers, who are so much smarter than humans that it’s impossible to imagine beating them. He may also be a symbol of the impossible position Ender is being put into at Battle School. In both cases, it’s significant that Ender feels guilty when he defeats the giant.
2. Alai recognizes Ender’s competence, a quality he shares. This serves as indirect characterization of them both.
3. The wolf-children seem to symbolize all of the real children who often gang up on Ender.
4. Both Petra and Ender are underdogs in Salamander Army who are unfairly bullied by Bonzo.
5. It shows that he has a natural tendency to be a leader and to innovate. It also shows his strength when he insists that he will continue the sessions even though Bonzo threatens him.
VOCABULARY

WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS

In your ELA Journal, you have listed vocabulary words from chapters 1 – 8 of *Ender’s Game*. Reread your definitions for each word. The purpose of vocabulary study is to increase your vocabulary. This includes your reading, writing, and speaking vocabulary. Using these words often in your speaking and writing will add them to your everyday vocabulary.

Look at the words again. Pick five words that you could add to your everyday vocabulary and write sentences or a paragraph using those words.

List the vocabulary words from chapters 1 – 8 on your word wall. Reread the words on your word wall often and include them in your speaking and writing.

TEACHING NOTES

Assist your student as needed. Your student’s answers will vary depending on the words he or she chooses. Check to see that your student has used the words correctly. Encourage him or her to use vocabulary words when writing and speaking. The more your student uses a word, the more the word will become part of his or her everyday vocabulary.

In this part of the lesson, you continued reading Ender’s troubles at the Battle School and analyzed characterization and well as symbols in the novel. Next time, you will continue reading and respond to more questions about the text.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part of this lesson, you read Chapters 6–8 of *Ender's Game*. Now, you will continue reading *Ender's Game* Chapters 9–10.

You will encounter some vocabulary words and define them using context clues. After reading you will answer **Comprehension Check** questions in your ELA Journal.

Now read Chapters 9–10 of *Ender's Game*.

**VOCABULARY CHAPTERS 9–10**

- puerile
- nonchalance
- interpose
- pseudonym
Now, you will continue reading *Ender's Game* Chapters 9–10. You will encounter some vocabulary words and define them using context clues. After reading you will answer Comprehension Check questions in your ELA Journal.

After reading Chapters 9–10, respond to the following Comprehension Check questions in your ELA Journal:

1. When Peter cries in front of Val, she believes it is a real weakness. But how is he still manipulating Val?
2. Why is it an example of irony that Val’s and Peter’s and Ender’s father admires Demosthenes?
3. Why does becoming a commander make Ender even more isolated?

**POSSIBLE RESPONSES CHAPTERS 9–10**

1. Although his feelings are real, he is only showing them to her when it will help him get what he wants.
2. Not only is Demosthenes written by his own children, it is the persona they have deliberately made hawkish and paranoid as a provocation.
3. He can’t be an effective leader unless he keeps a distance from the army he’s leading while the kids in other armies have now become his enemies.

**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 a part of Ender’s Game at the correct pace.

Listen to the first minute of the following video to hear a person reading Chapter 9 of Ender’s Game aloud.

![Please go online to view this video](https://example.com)

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 9 of Ender’s Game 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 video to hear a person reading Chapter 9 of Ender’s Game 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 9 of Ender’s Game 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.
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 a part of Ender’s Game at the correct pace.

Listen to the first minute of the following video to hear a person reading Chapter 9 of Ender’s Game aloud.

Take a look at the Fluency Rubric to see how a good reader reads with fluency. How do you think the reader in the video did?

Now you are going to practice rereading Chapter 9 of Ender’s Game 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 Chapter 9 of Ender’s Game 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 9 of Ender’s Game 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.

Please go online to view this video ▶

TEACHING NOTES

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time he or she reread the text it sounded smoother and smoother. For reading to be smooth, it will sound conversational, like talking without stumbling over words. Ask your student to describe what it’s like to listen to himself or herself read too fast, too slow, or at an appropriate pace. Look over the rubric and discuss how your student did.

QUICK CHECK

Please go online to view and submit this assessment.

MORE TO EXPLORE

Literary techniques can be difficult to master, but that doesn’t mean that you shouldn’t try! Discover more literary techniques and brush up on your knowledge of allusions and foreshadowing.

You have been reading Ender’s Game and examining characterization and conflict. After you finish reading the novel, you will write an essay answering the following prompt:

- All of the kids at Battle School are gifted, but we see many of them making what seem to be obvious mistakes. In what ways can people be both intelligent and foolish at the same time? How does the author show Ender’s intelligence enabling him to fight against authority?

Take some time now to find evidence from your reading over the past few classes that will help you answer these questions. Where are the characters both intelligent and foolish? What figures of authority do you see in the book? Start an evidence log in your ELA Journal. This can be a section meant just for evidence for your upcoming essay. As you continue through this lesson, add to your evidence log whenever you come across evidence for this prompt.
LEARN

ANOTHER WAY...

Vocabulary Preview

As you continue reading Ender’s Game, it can be useful to preview vocabulary you will encounter. This will help you gain a deeper understanding of characterization and events in the novel.

Look up these words:

- discreet
- treason
- invulnerable
- ineptitude
- coddle
- impromptu

For each word, describe a situation in the novel or a real-life situation to which the word applies. Tell your Learning Guide why the word describes the situation. In what kinds of situations do you expect each word to appear as you read Chapters 11–15?
As you continue reading Ender’s Game, it can be useful to preview vocabulary you will encounter. This will help you gain a deeper understanding of characterization and events in the novel.

Look up these words:
- discreet
- treason
- invulnerable
- ineptitude
- coddle
- impromptu

For each word, describe a situation in the novel or a real-life situation to which the word applies. Tell your Learning Guide why the word describes the situation. In what kinds of situations do you expect each word to appear as you read Chapters 11–15?

In the last part of this lesson, you read Chapters 9–10 of Ender’s Game and continued examining conflict and characterization. Now, you will continue with Ender on his journey through Battle School. You will read Chapters 11–15 over the next two parts of the lesson. You do not have to finish all of these chapters in this part of the lesson, however, you may wish to answer the Comprehension Check questions as you go. Now, you will focus on foreshadowing and symbols. Good readers consider foreshadowing in a story because it gives important clues about how events are related.

Now, read Chapters 11–15 of Ender’s Game.

**VOCABULARY CHAPTERS 11–15**
- discreet
- treason
- invulnerable
- ineptitude
- coddle
- impromptu

**TEACHING NOTES**

VOCABULARY IN CONTEXT

- **discreet** adj. cautious or reserved in one’s speech and actions
- **treason** n. betrayal, especially against one’s own country
- **invulnerable** adj. not able to be harmed
Complete the following **Comprehension Check** questions in your ELA Journal after you read Chapters 11–15 in this part of the lesson as well as the next. You may need to return to the first part of this lesson to remind yourself of the definitions of foreshadowing, irony, and symbolism.

1. Ender’s Dragon Army has to fight a battle every day, and the rules keep changing to disadvantage them. Why do the teachers give Ender’s army this punishing schedule?
2. Why is Ender studying the videos of previous bugger wars even though, as Graff tells him “all of our strategies have been edited out”?
3. How did Ender’s fight with Stilson in Chapter One foreshadow his fight with Bonzo? How did it foreshadow his final battle against the buggers?
4. Ender says of Bonzo, “He fought with honor… I didn’t fight with honor. I fought to win.” What is the irony in this statement?
5. In posing as Demosthenes, Valentine finds herself sympathizing with his positions and stops being afraid of becoming him. How does this fit with the novel’s themes about good and evil?
6. When Ender is on Earth and wants to give up fighting, what makes him decide to go back?
7. How did Mazer Rackham defeat the Second Invasion of the buggers?
8. Exhausted from battles, Ender dreams that he is the buried giant from the Giant’s Drink game and that he becomes a “home for buggers.” How does this serve as both a symbol and foreshadowing?
9. Why did the adults lie to Ender about the fact that the battles were real?
10. What promise does Ender make to the bugger queen at the end?

**POSSIBLE RESPONSES**

1. They are preparing Ender for real war, where there are no rules and no rest.
2. He is studying the strategies not of the humans, but of the buggers.
3. In every case, Ender is grossly outnumbered, and in every case, he wins by brutally destroying the person (or persons) who is controlling the attack.
4. We see Bonzo as a petty bully and Ender as a hero. But Ender has used Bonzo’s best qualities (his honor) to force him into a situation where he will lose while in a fight. Ender is not constrained by any ethics. And as we learn later, Ender actually murders Bonzo in this fight.
5. Val realizes that, although Demosthenes is a warmonger, he is right about the threat. Just like Ender, in personifying her darker (more Peter-like) side, she is of the most use to the world.
6. Ender goes back partly because he realizes Earth is worth saving and partly because seeing Valentine reminds him how much he loves her, so he wants to save her in particular.
7. He defeats the buggers by killing the one ship containing the queen who was controlling all the other bugger troops.
8. Throughout the book, Ender wins by understanding and becoming like his enemies (Peter and the buggers). It’s natural that he should become the giant, who is a symbol of the enemy. But this also foreshadows the way he will find the bugger queen in a replica of the giant at the end, and keep and protect her, becoming her “home.”
9. If he had known the deaths were real, his compassion would have crippled him.
10. He will go from world to world until he finds a time and place where her race can safely live again.

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**VOCABULARY**

**EXPANDING VOCABULARY**

In your ELA Journal, you have listed vocabulary words from chapters 9 – 15 of *Ender’s Game*. Reread your definitions for each word. The purpose of vocabulary study is to increase your vocabulary. This includes your reading, writing, and speaking vocabulary. Using these words often in your speaking and writing will add them to your everyday vocabulary.

Look at the words again. Pick five words that you could add to your everyday vocabulary and write sentences or a paragraph using those words.

List the vocabulary words from chapters 9 – 15 on your word wall. Reread the words on your word wall often and include them in your speaking and writing.

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**TEACHING NOTES**

Use vocabulary words when writing and speaking. The more your student uses a word, the more the word will become part of his or her everyday vocabulary.

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Take some time now to add to your evidence log any text evidence that would be helpful in answering the essay prompt for this novel:

- All of the kids at Battle School are gifted, but we see many of them making what seem to be obvious mistakes. In what ways can people be both intelligent and foolish at the same time? How does the author show Ender’s intelligence enabling him to fight against authority?
You may also wish to take some notes as you read through the book.

You have been reading *Ender’s Game* and focusing on symbols and foreshadowing. Next, as you finish reading the novel, you will continue examining foreshadowing.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have been reading to understand characters, events, and author’s craft in a novel. You know that you can use active and passive voice for effect when you write. You can break down a sentence to think about how an author uses voice for effect.

Read this sentence from *Ender’s Game*.

Peter could delay any desire as long as be needed to; he could conceal any emotion.

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.
Your Learning Guide has divided this sentence into chunks. The sentence has three clauses. Each has a subject and a verb. Which chunks have the subjects of the clauses?

You might have noticed that the same chunks also have the main verbs of the clauses.

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

Rewrite the sentence in passive voice.

Compare your sentence to the original. 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.

- Peter’s threats used to terrify Valentine.
- A helpless squirrel was brutally killed by Peter.
- The world would have to be saved by a 12-year-old boy and his little sister.

**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:

- Peter could delay
- any desire
- as long as
- he needed to;
- he could conceal
- any emotion.

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 Peter is easily able to act like things don't bother him.

**Step 2**

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

Your student may make observations such as: The word could is an auxiliary verb. The author uses it to show that Peter has an ability.

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

If your student struggles to make observations on his or her own, ask prompting questions such as: What part of speech is could? How does the author use could in this sentence?

**Step 3**

Your student should identify these chunks:

- Peter could delay
- he needed to;
- he could conceal

*Answer*: performing; they are in active voice

Your student might write something like this:

- Any desire could be delayed by Peter as long as it was needed; any emotion could be concealed by him.

*Possible response*: I think the author chose to use the active voice because it is more direct. There’s no need to emphasize the emotions. Putting it in passive voice feels awkward.

**Step 4**

The voices are:

- active
- passive
- passive
Your student might change the voice of each sentence like this:

- Valentine used to be terrified by Peter’s threats.
- Peter brutally killed a helpless squirrel.
- A 12-year-old boy and his little sister would have to save the world.

Possible responses:

- I think passive voice is better because it keeps the focus on the threats.
- I think active voice is better because it’s direct, and that makes it feel more shocking.
- I think passive voice is better because the focus is on the world being saved.

Extension

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

Have your student read this sentence.

Peter could delay any desire as long as he needed to; he could conceal any emotion.

Then say, “In this sentence, the author uses active voice. This makes the sentence feel direct. You can choose between active and passive voice when you write depending on how you want to guide your reader’s focus. Write two sentences about Ender’s Game. Use active voice in one sentence and passive voice in the other.”

Your student might write sentences like these:

- Ender deletes Val’s letter because he doesn’t believe she wanted to send it.
- The soldiers are put through rigorous training exercises.

Ask, “What is the effect of voice in each of your sentences?” Possible response: In my first sentence, active voice puts the emphasis on Ender’s action. In the second sentence, passive voice puts the focus on the soldiers.

Ask, “Why should you consider voice when you write?” Possible response: It helps focus my reader’s attention where I want it.

LEARN ABOUT...

Ethics and Morals

You are going to be reading a novel entitled “Ender’s Game.” Before you do so, let’s get some background knowledge!
Read this article about ethics and morals to help you learn more about these concepts. Ethics and morals are an important part of the novel.

The article contains hyperlinks at the bottom that you can click on to learn more about different aspects of ethics and morality. Take note of the illustration at the top, with the man looking at different arrows pointing to different paths. This shows how complicated it can sometimes be to do the right thing and make the right choice out of many available options.

After you read, answer these questions about ethics and morality:

1. **True or False**: Ethics and morals have to do with what is right and wrong.

2. Having gratitude means being __________.

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**TEACHING NOTES**

Your student will be reading a background article about ethics and morality. This will prepare your student for a later portion of the lesson, in which he or she will read a novel called “Ender’s Game.” In the novel, these concepts of ethics and morality play a central role. After reading this article, your student should know more about ethics and morality.

**Answers:**

1. True

2. Thankful

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In the last part of the lesson, you looked at foreshadowing and symbols in *Ender’s Game*. Now, you will finish reading the novel. As you reach the end, consider how the foreshadowing earlier in the novel offers clues about later events. Good readers pay attention to foreshadowing in order to examine how events in a narrative are connected.

Complete the following **Comprehension Check** questions in your ELA Journal as you continue to read Chapters 11–15. Answer any questions that you did not complete in the last part of this lesson. As a reminder, the questions are printed below.
Now, read Chapters 11–15 of *Ender’s Game*.

1. Ender’s Dragon Army has to fight a battle every day, and the rules keep changing to disadvantage them. Why do the teachers give Ender’s army this punishing schedule?
2. Why is Ender studying the videos of previous bugger wars even though, as Graff tells him “all of our strategies have been edited out”?
3. How did Ender’s fight with Stilson in Chapter One foreshadow his final battle against the buggers? How did it foreshadow his fight with Bonzo? How did it foreshadow his final battle against the buggers?
4. Ender says of Bonzo, “He fought with honor… I didn’t fight with honor. I fought to win.” What is the irony in this statement?
5. In posing as Demosthenes, Valentine finds herself sympathizing with his positions and stops being afraid of becoming him. How does this fit with the novel’s themes about good and evil?
6. When Ender is on Earth and wants to give up fighting, what makes him decide to go back?
7. How did Mazer Rackham defeat the Second Invasion of the buggers?
8. Exhausted from battles, Ender dreams that he is the buried giant from the Giant’s Drink game and that he becomes a “home for buggers.” How does this serve as both a symbol and foreshadowing?
9. Why did the adults lie to Ender about the fact that the battles were real?
10. What promise does Ender make to the bugger queen at the end?

### TEACHING NOTES

**POSSIBLE RESPONSES**

1. They are preparing Ender for real war, where there are no rules and no rest.
2. He is studying the strategies not of the humans, but of the buggers.
3. In every case, Ender is grossly outnumbered, and in every case, he wins by brutally destroying the person (or persons) who is controlling the attack.
4. We see Bonzo as a petty bully and Ender as a hero. But Ender has used Bonzo’s best qualities (his honor) to force him into a situation where he will lose while in a fight, Ender is not constrained by any ethics. And as we learn later, Ender actually murders Bonzo in this fight.
5. Val realizes that, although Demosthenes is a warmonger, he is right about the threat. Just like Ender, in personifying her darker (more Peter-like) side, she is of the most use to the world.
6. Ender goes back partly because he realizes Earth is worth saving and partly because seeing Valentine reminds him how much he loves her, so he wants to save her in particular.
7. He defeats the buggers by killing the one ship containing the queen who was controlling all the other bugger troops.
8. Throughout the book, Ender wins by understanding and becoming like his enemies (Peter and the buggers). It’s natural that he should become the giant, who is a symbol of the enemy. But this also foreshadows the way he will find the bugger queen in a replica of the giant at the end, and keep and protect her, becoming her “home”.
9. If he had known the deaths were real, his compassion would have crippled him.
10. He will go from world to world until he finds a time and place where her race can safely live again.
**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 Chapter 11 of Ender's Game at the correct pace.

Listen to the first minute of the following video to hear a person reading Chapter 11 of Ender's Game 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 11 of Ender's Game 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 this video to hear a person reading Chapter 11 of Ender’s Game 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 11 of Ender’s Game 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.

COMPREHENSION

MAKING CONNECTIONS: TEXT-TO-TEXT

Good readers make connections to other texts they have read. These text-to-text connections include: adding to the information you learned from other texts, thinking about how characters are similar, and thinking about the themes of different texts.

Think about the information presented in Ender’s Game. Compare it to the information presented in "Flowers for Algernon." How are the topics and themes similar or different? Think about how the topics are approached in both texts. What ideas does each text convey? How does each text nuance these topics?

TEACHING NOTES

Your student might note that the texts both explore the topic of intelligence and how intelligence can be expressed in different ways. However, the texts are different because the characters express their intelligence in different ways and the authors have constructed different themes for the readers.
QUICKWRITE

Now that you have finished reading the novel and have seen the outcome of the various conflicts in the story, answer the following question in your ELA Journal:

- If you were Ender, would you feel guilty at the end of the war? Why or why not?

POSSIBLE RESPONSE

Your student might say that he or she would feel guilty because the war was unnecessary and because it was responsible for so many pointless deaths. Alternately, your student may say he or she would not feel guilty because Ender genuinely believed he was saving the human race.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
To complete this assessment, do the following:

1. In your ELA journal, write a draft of your thesis, or claim, of how you initially believe Ender’s intelligence enabled him to fight against authority.

2. Respond to the first question in your ELA Journal:
   - Would you feel guilty if you were Ender?
   - Answer the following question: Would you feel guilty if you were Ender?

ANOTHER WAY...

Writing About Intelligence and Ender’s Game

You are going to be writing about the following topics based on Ender’s Game:

- In what ways can people be both intelligent and foolish at the same time? How does the author show Ender’s intelligence enabling him to fight against authority?

To get you thinking about these topics, use a Garden Gate Organizer. At the top, write your topics: “Foolish and intelligent at the same time” and “Ender’s intelligence shown in fighting against authority.”

Then on the five boards, write down different ideas about these topics. Note that you do not have to fill in each board and that you do not have to write in complete sentences. This activity is to get you thinking about the topics before writing more about them.

TEACHING NOTES

Your student has been asked to complete a Garden Gate Organizer to write down his or her thoughts on topics related to the reading in Ender’s Game. This will help your student write about these topics.
You have read *Ender's Game* and kept an evidence log about how the characters can be intelligent and foolish at the same time. You have also thought about how Ender has been fighting against authority. Now, you will show what you have learned by writing an essay as the USE for this lesson. You will have two sessions to compose an essay for this USE. Your essay should answer the following prompt:

- All of the kids at Battle School are gifted, but we see many of them making what seem to be obvious mistakes. In what ways can people be both intelligent and foolish at the same time? How does the author show Ender's intelligence enabling him to fight against authority?

To complete this assessment, do the following:

1. In your ELA journal, write a draft of your thesis, or claim, of how you initially believe Ender’s intelligence enabled him to fight against authority.
2. Respond to the first question in your ELA Journal:
   - How can people be both intelligent and foolish at the same time?
   - Where are examples of this in the novel?
3. Take a moment to think about how Card shows how Ender’s intelligence enabled him to fight against authority. Write your thoughts in your ELA Journal.
4. Revise your thesis based on answering these questions prewriting activities.

When you have finished your prewriting, outline and begin drafting your essay. You will have the next session to complete drafting and revise your essay. Your essay must include an introduction that states your thesis, supporting evidence for your thesis in the body, and a concluding paragraph that restates your thesis.

Begin drafting your essay now. Try to complete your first draft in this class session.

You have completed prewriting for and began drafting an essay about the nature of intelligence. Next, you will continue drafting and will prepare your essay for assessment.
When you have finished your prewriting, outline and begin drafting your essay. You will have the next session to complete drafting and revise your essay. Your essay must include an introduction that states your thesis, supporting evidence for your thesis in the body, and a concluding paragraph that restates your thesis.

Begin drafting your essay now. Try to complete your first draft in this class session.

You have completed prewriting for and began drafting an essay about the nature of intelligence. Next, you will continue drafting and will prepare your essay for assessment.

Please go online to view and submit this assessment.
### Objectives
- To analyze internal and external conflicts in a novel
- To compose an essay analyzing the advantages and disadvantages of intelligence

### Books & Materials
- MyPerspectives text
- ELA Journal
- Computer
- Reading Log
- Ender's Game by Scott Orson Card
- Conflict resource sheets
- Characterization worksheet

### Assignments
- Read Chapters 1-5 of Ender's Game and complete Vocabulary activities and Comprehension Check questions.
- Complete Conflict worksheets activity.
- Read Chapters 6-10 of Ender's Game and complete Comprehension Check questions.
- Read Chapters 11-15 of Ender's Game and complete Vocabulary activities and Comprehension Check questions.
- Answer the following question: Would you feel guilty if you were Ender?
- USE: Write an essay in response to a prompt about the novel Ender's Game.

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**USE**

**USE FOR MASTERY**

You have outlined and begun drafting an essay in response to the following:

- All of the kids at Battle School are gifted, but we see many of them making what seem to be obvious mistakes. In what ways can people be both intelligent and foolish at the same time? How does the author show Ender's intelligence enabling him to fight against authority?

Now, finish your draft of your essay. Then, take time to revise and edit your essay. Remember, when you edit and revise:

- Make sure your ideas are well-organized and clear.
- Review your word choice and make sure supports your purpose.
- Edit by correcting errors in spelling and grammar and give your work a final polish.
Did you:

- Introduce your claim on ways people can be both intelligent and foolish at the same time and how the author shows Ender's intelligence, enabling him to fight against authority?
- 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?

**USE FOR MASTERY GUIDELINES & RUBRIC**

Your student can use his or her Comprehension Check answers and book to find quotes for the essay. He or she can also use the resource sheets to understand the conflict and characterization that Card uses in the novel.

Your student may include some of the following ideas:

- Peter tells Val that he needs her help to take over the world. Peter knows that there's a war coming; and he also knows that he and Val are smart enough to make it a small war – if only people listened to them.
- In chapter 9, Val states, "Peter, you're twelve years old. I'm ten. They have a word for people our age. They call us children and they treat us like mice."
- Peter responds in chapter 9, "But we don't think like other children, do we, Val? We don't talk like other children. And above all, we don't write like other children."
- If they can get on the Internet as adults, then they can insert their ideas into public debates.
- Val worries that Peter is sick, what with the fantasies of taking over the world and the killing of small animals. She still agrees to help him. Peter's idea of taking over the world is short-sighted and unrealistic. Peter is twelve, and Val is ten. Peter wrongly believes that the plan would work. The adults would not allow children to take over the world, no matter how smart they are.
Your student can use his or her Comprehension Check answers and book to find quotes for the essay. He or she can also use the resource sheets to understand the conflict and characterization that Card uses in the novel.

Your student may include some of the following ideas:

- Peter tells Val that he needs her help to take over the world. Peter knows that there's a war coming; and he also knows that he and Val are smart enough to make it a small war – if only people listened to them.

- In chapter 9, Val states, "Peter, you’re twelve years old. I’m ten. They have a word for people our age. They call us children and they treat us like mice.”

- Peter responds in chapter 9, "But we don't think like other children, do we, Val? We don't talk like other children. And above all, we don't write like other children."

- If they can get on the Internet as adults, then they can insert their ideas into public debates.

- Val worries that Peter is sick, what with the fantasies of taking over the world and the killing of small animals. She still agrees to help him. Peter’s idea of taking over the world is short-sighted and unrealistic. Peter is twelve, and Val is ten. Peter wrongly believes that the plan would work. The adults would not allow children to take over the world, no matter how smart they are.

- They log on and start commenting, seeing what attracts attention and honing their style and use of emoticons. When they know enough about writing, they start building two different personalities, Locke and Demosthenes. Locke is rational and is written by Peter. Demosthenes is more hostile and Val writes for him.
LEARN ABOUT...

Synesthesia

You are going to be reading a background article about an unusual condition called synesthesia. Later in the lesson, you will read a nonfiction narrative of a person who lives with this condition. Before you do so, let’s get some background knowledge!

Read this article, called “Synesthesia.” The article contains bold topic headings to help you keep track of the topics being discussed.

After you read, answer these questions about synesthesia:

1. Who is more likely to have synesthesia, a man or a woman?

2. True or false: All people with synesthesia experience it in exactly the same way.

TEACHING NOTES

Your student will be reading a background article about an unusual condition known as synesthesia. This will prepare your student for a later portion of the lesson, in which he or she will read the writing of a person with this condition. After reading this article, your student should know more about synesthesia.
In the last lesson, you read *Ender's Game*, a novel that focuses on some extremely intelligent young people. Now, you will read an excerpt from an autobiography by Daniel Tammet, who has savant syndrome. You will learn about Daniel's experience with *synesthesia*, which affects the way he perceives the world. *Synesthesia* is a condition in which stimulating one of the body's senses creates a response in a different sense. Paying attention to the descriptive details in the excerpt will help you have a better understanding of Daniel's perspective and experience.

Daniel Tammet sees numbers as colors with "pebble-like qualities". As you read, think about the following questions:

- What is the general topic of the reading?
- Who is involved?

Now, complete a first read for “*Blue Nines and Red Words*” from *Born on a Blue Day* in *myPerspectives* Unit 4: Human Intelligence, Small-Group Learning. After you finish reading, go to the Making Meaning section of your textbook and answer the Comprehension Check questions in your ELA Journal.

**VOCABULARY**
- symmetrical
- spiral
- aesthetic
- synesthesia

**TEACHING NOTES**

**COMPREHENSION CHECK POSSIBLE RESPONSES**

1. Tammet was born on a Wednesday, and he sees Wednesdays as blue in his mind.
2. He can calculate huge numbers in his head without effort.
3. He thinks some combinations of numbers are beautiful and some are not, like a poet associating words.
4. His favorite type of calculation is power multiplication, or multiplying a number by itself a specified number of times.
5. Summaries will differ. However, summaries should include that Tammet is a savant, that he has synesthesia, and that he has Asperger’s syndrome. Summaries should also include that numbers help Tammet understand others’ emotions.

Great readers must have great vocabularies to understand the texts in the world around them. To build your vocabulary, go to the Language Development section and complete the Concept Vocabulary: Why These Words, Practice and Word Study activities in your ELA Journal after reading the story.

**TEACHING NOTES**

**WHY THESE WORDS? POSSIBLE RESPONSES**
The concept words all have to do with Tammet’s perceptions of numbers. Another word that has to do with this concept is immensity.

**PRACTICE POSSIBLE RESPONSES**
- The butterfly's wings are symmetrical.
- The tornado was a spiral of winds.
- The gallery has a strong aesthetic appeal.

**WORD STUDY POSSIBLE RESPONSES**
Other words from the selection are numerical and neurological. Numerical means “having to do with numbers.” Neurological means “having to do with the study of the nervous system.”

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have been reading to understand the details in an autobiography. You can break down sentences to think about how individual words affect the tone and meaning of a sentence. You can think about the connotation of a word in a sentence to understand how an author carefully chooses words.

Read this sentence from “Blue Nines and Red Words.”

Single-mindedness is a defining characteristic, as is a strong drive to analyze detail and identify rules and patterns in systems.

Now answer this question: What does this sentence mean?

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

Your Learning Guide has divided this sentence into chunks. Think about the noun on the first chunk: single-mindedness. This is a noun made from the adjective single-minded. Use a dictionary to look up the meaning of single-minded.
When you think about the dictionary definition of a word, you are thinking about its *denotation*. The denotation of a word is its meaning.

Now think about what associations the word *single-minded* has. Are the associations positive, negative, or neutral? What feelings do you get from this word? What do you picture?

When you think about the associations a word has, you are thinking about its *connotation*. The connotative meaning of a word is the feeling a word gives a reader. Words can have neutral, positive, or negative connotations. What connotation does *single-minded* have?

Authors carefully choose words based on their connotations. They make these choices based on their attitude toward a subject. The connotations of individual words contribute to the overall tone of a text.

Think about the adjective *single-minded*. List some words that are synonyms. Try to come up with a few that have positive connotations and a few that have negative connotations.

Choose one of the words that has a negative connotation. Turn it into a noun and write it on a sentence strip. Then put that word over *single-mindedness* in the sentence. How does the tone of the sentence change?

Take away the word and read the original sentence again. Why do you think the author chose the word *single-mindedness*?

**Step 4**

Authors choose words carefully for their connotative meanings. Connotation affects tone. Word choice affects how the reader feels about what he or she is reading.

You can choose words just as carefully when you write, too.

You have been reading an excerpt from an autobiography. A memoir tells of an author’s real-life experiences. The author chooses words with connotations that show how he feels about his experiences. The connotation of a word affects how the reader feels, too.

Imagine you are writing an autobiography. Think about an experience you had that you feel strongly about. Write a sentence about your experience. Choose words with connotations that support the tone you want to create.

Then, rewrite the sentence with words with the opposite connotation. How does this change the tone?

Why is it important to think about the connotations of the words you choose when you write?
When you think about the dictionary definition of a word, you are thinking about its **denotation**. The **denotation** of a word is its meaning.

Now think about what associations the word **single-minded** has. Are the associations positive, negative, or neutral? What feelings do you get from this word? What do you picture?

When you think about the associations a word has, you are thinking about its **connotation**. The **connotative meaning** of a word is the feeling a word gives a reader. Words can have neutral, positive, or negative connotations. What connotation does **single-minded** have?

Authors carefully choose words based on their connotations. They make these choices based on their attitude toward a subject. The connotations of individual words contribute to the overall tone of a text.

Think about the **adjective** **single-minded**. List some words that are synonyms. Try to come up with a few that have positive connotations and a few that have negative connotations.

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Take away the word and read the original sentence again. Why do you think the author chose the word **single-mindedness**?

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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:

- Single-mindedness is
- a defining characteristic,
- as is
- a strong drive
- to analyze detail
- and identify
- rules and patterns
- in systems.

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 two of the traits of people with forms of autism are being extremely focused and analytical.

**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 half of the sentence is an infinitive phrase that functions as an adjective. The phrase modifies **drive**. It helps me understand more details about the characteristics of people on the autism spectrum.

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: Where do you see an infinitive phrase? How does it function in the sentence? How does it add to your understanding of the topic?
Step 3

_Possible response:_ I think it has positive associations. It feels like a nice thing to say about someone. I picture someone who is very focused.

_Answer:_ positive connotation

Your student might choose these words: _determined, uncompromising, tireless, fanatical, stubborn, unyielding, inflexible_

In changing a selected word to a noun, your student should end up with something like _stubbornness, unyieldingness, or inflexibility_

_Possible response:_ The tone of the sentence is negative. It makes it sound like the author doesn’t like this characteristic.

_Possible response:_ I think the author chose the word because he wanted to be positive about having Asperger’s. It’s part of his life, and he doesn’t view it in a negative way.

**Step 4**

Your student might write something like this:

> When I was a little kid, I used to spy on my big sister until she found out and told my parents.

To change the connotation, your student might write something like this:

> When I was a little kid, I used to observe my big sister until she found out and told my parents.

_Possible response:_ It makes it sound like what I was doing wasn’t so bad because observe doesn’t have the same negative connotation that spy does.

_Possible response:_ It’s important to think about connotation because they impact the tone of what I write. I need to choose words that create the feelings I want the reader to have.

**Extension**

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

Have your student read this sentence:

> Single-mindedness is a defining characteristic, as is a strong drive to analyze detail and identify rules and patterns in systems.

Then say, “In this sentence, the author chose the word _single-mindedness_ to describe a trait of people on the autism spectrum. The positive connotation of the word _single-mindedness_ contributes to a positive tone about the characteristics. Good writers choose words carefully for
In changing a selected word to a noun, your student should end up with something like stubbornness, unyieldingness, or inflexibility.

Possible response: The tone of the sentence is negative. It makes it sound like the author doesn’t like this characteristic.

Possible response: I think the author chose the word because he wanted to be positive about having Asperger’s. It’s part of his life, and he doesn’t view it in a negative way.

Step 4

Your student might write something like this:

When I was a little kid, I used to spy on my big sister until she found out and told my parents.

To change the connotation, your student might write something like this:

When I was a little kid, I used to observe my big sister until she found out and told my parents.

Possible response: It makes it sound like what I was doing wasn’t so bad because observe doesn’t have the same negative connotation that spy does.

Possible response: It’s important to think about connotation because they impact the tone of what I write. I need to choose words that create the feelings I want the reader to have.

Extension

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

Have your student read this sentence:

Single-mindedness is a defining characteristic, as is a strong drive to analyze detail and identify rules and patterns in systems.

Then say, “In this sentence, the author chose the word single-mindedness to describe a trait of people on the autism spectrum. The positive connotation of the word single-mindedness contributes to a positive tone about the characteristics. Good writers choose words carefully for their connotative meanings. The connotation of a word affects the meaning of a sentence. Find another sentence in the excerpt that includes a word with a positive or negative connotation.”

Your student may pick any sentence that includes one or more words with strong connotation. For example, your student might pick this sentence:

Mine is an unusual and complex type, through which I see numbers as shapes, colors, textures, and motions.

Have your student rewrite the sentence with a word that has a similar denotation but an opposite connotation.

For example, your student might write this:

Mine is a bizarre and complex type, through which I see numbers as shapes, colors, textures, and motions.

Ask, “How does changing the word change the tone of the sentence?” Possible response: It makes the tone of the sentence more negative because bizarre has a negative connotation. It makes it seem like the condition is very strange. Calling it unusual is more positive.

Ask, “Why do you think the author selected the word he did?” Possible response: Because he wants his experiences to feel special to the reader instead of scary or strange.

Ask, “Why should you think about the connotations of words when you write?” Possible response: Because they affect the tone of a sentence, which changes how the reader feels when reading it. One word can completely change the feeling, so I need to make sure I choose words carefully.

In the last part of this lesson, you understood key details in an excerpt from the autobiographical book, Born on a Blue Day, by Daniel Tammet, in myPerspectives Unit 4: Human Intelligence, Small-Group Learning. Now, you will begin a close reading of the excerpt. You will make inferences based on details in the text. Making inferences helps you connect evidence on the page to deeper ideas that are implied by that evidence.

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. You will complete the close reading for paragraph 3 and paragraph 19. Complete each of the questions below in your ELA Journal:

Paragraph 3: What can you infer from the way that the author describes his feelings about numbers and why are these details important?

Paragraph 19: What can you can infer from the author’s experiences using numbers to understand others and why are these details important?
POSSIBLE RESPONSES

Paragraph 3: You can infer that numbers are very important to the author. The details are important because they help you understand the author’s condition and his feelings about it. By including reflections on his emotional response to numbers, the author encourages his readers to compare their own thoughts and feelings about numbers and friends.

Paragraph 19: The author feels deeply about numbers, and he can use those feelings to understand other people’s feelings. The details help your student to understand the author’s experiences with numbers, and they also show that the author tries to understand others, too.

Now that you have completed a close reading of the story, go to the Making Meaning section in your textbook and complete the Analyze the Text activities, Questions 1-3. Write your answers in your ELA Journal. Discuss your answers with your Learning Guide.

POSSIBLE RESPONSES

1. Tammet’s experiences of numbers are an example of a kind of intelligence because they allow him to do complicated calculations in his head.
2. Passages will vary but make sure that your student explains why he or she chose the passage.
3. People have various ways of showing intelligence. Daniel Tammet has specific talents that others do not. His synesthesia and savant diagnosis mean that he has particular abilities with numbers, but he may lack the social graces that others have to interact with other people.

ANOTHER WAY...

Making a Connection to Your Own Experiences

If connecting this memoir excerpt to the Essential Question is challenging, take a moment to think about your own life experiences. To be intelligent doesn’t just mean to know a lot of information. You can think about people in your own life who are intelligent in different ways. You can think about how you yourself show intelligence in different ways.

Talk to your Learning Guide about how you and people you know have different kinds of intelligence. For example, you might talk about people who:

- Are really good with numbers
- Are great at understanding other people’s emotions
- Always come up with the best solution for problems
These are just examples. You might talk about other ways people you know show different kinds of intelligence.

After you talk to your Learning Guide, go back to thinking about the excerpt and how it connects to the Essential Question.

**TEACHING NOTES**

If your student is struggling to connect the excerpt to the Essential Question in order to answer the questions, have him or her consider his or her own experiences. Your student may be used to describing intelligence in a limited way. If your student struggles to identify people who show intelligence in different ways, you might list family members and friends and then ask your student, "What is something this person does that shows a unique kind of intelligence?" You might also share your own observations of people from your life.

Your student should come to recognize that assumptions about what it means to be intelligent may be wrong. Encourage your student to keep his or her own experiences in mind as your student returns to the text to answer the questions.

Review the information written in the Analyze Craft and Structure activities in the Making Meaning section of your textbook. Complete the Practice question by drawing and completing a chart in your ELA Journal.

**TEACHING NOTES**

**POSSIBLE RESPONSES**

<table>
<thead>
<tr>
<th>Tammet’s Experiences</th>
<th>Tammet’s Reflections</th>
<th>Clues about Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has savant syndrome</td>
<td>Numbers are friends.</td>
<td>Answers will vary but may include his unique ability to perceive numbers in this way.</td>
</tr>
<tr>
<td>Has synesthesia</td>
<td>Has emotional and aesthetic responses to numbers</td>
<td>Answers will vary but may include having similar reactions to other things but not numbers.</td>
</tr>
<tr>
<td>Is on the autism spectrum</td>
<td>Numbers help understanding of other people.</td>
<td>Answers will vary but may include his specialized skills involving memory, numbers, and mathematics being Asperger’s characteristics.</td>
</tr>
</tbody>
</table>
You have made inferences and connected experiences to central ideas in the text. In the next part of this lesson, you will conduct research to report on synesthesia and other well-known people with savant syndrome.

✔ RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
In the last part of this lesson, you made inferences and connected experiences to central ideas in the text. Now, you will conduct research to report on synesthesia and a well-known person with savant syndrome.

First, you will conduct research on synesthesia in preparation for writing a brief informational report. Then, write 1–2 paragraphs about synesthesia and explain how Daniel Tammet's experience serves as an example of this condition.

In “Blue Nines and Red Words” in myPerspectives Unit 4: Human Intelligence, Small-Group Learning you may have noticed scientific terms such as autism spectrum and Asperger’s syndrome. As you conduct research, you will encounter various other technical terms. It is important to understand what these words mean so that you can use and explain them in your report. Make sure to determine the definitions of these words when you see them.

Be sure that your research on synesthesia answers these questions:

- What is the condition or ability, and what makes it extraordinary?
- How has the condition or ability shaped the person's life?
- In what ways does Tammet's experience reflect the condition or ability?

Once you are familiar with the condition of synesthesia, organize your notes:

- What are the key ideas about this condition that someone would need to know?
- What are supporting ideas and evidence that connect to those key ideas?
Next, conduct research to learn more about a well-known person with savant syndrome in a specific field, such as mathematics, music, language, or memory. This resource, [10 Fascinating People with Savant Syndrome](#), may be helpful in identifying a person. Be sure to cite your sources and use MLA format. You can use [EasyBib](#) to help you cite your sources. Make sure you have set the website to give you MLA citations. Notice at the top of the entry bar, there are options for websites, books, videos, etc. Click the right medium before you generate the citation.

**TEACHING NOTES**

If your student struggles with locating information, have him or her refine the search terms to better target appropriate evidence.

Once you have researched synesthesia and someone who has lived with the condition, write a two to three paragraph report in which you compare the experiences of the person you chose with Tammet’s experiences.

In this part of the lesson, you conducted research to report on synesthesia and a well-known person with savant syndrome. Next, you will write an objective summary of the excerpt from *Born on a Blue Day*.

**ANOTHER WAY...**

**Researching and Writing About Synesthesia**

You are going to be researching and writing about synesthesia. You can gather ideas from your research in a [Web B Graphic Organizer](#).

In the middle of the web, write your topic: Synesthesia.

In the six bubbles, write down what you learned about synesthesia from your research. Make note of which sources you used for each piece of information you write down. You do not have to fill in each bubble and you do not have to write in complete sentences for this pre-writing activity.

**TEACHING NOTES**

Your student will complete a [Web B Graphic Organizer](#) to write down information gained from researching synesthesia. This will help your student write about this topic.

Your student’s web might include some of the following ideas:
Topic: Synesthesia

Bubble 1: One sense, such as sound, is activated involuntarily by another sense, such as sight.

Bubble 2: A person with synesthesia may, for example, hear a certain sound associated with a certain color.

USE

USE FOR MASTERY

Your research on the conditions in Born on a Blue Day have given you a better technical understanding of synesthesia. With your new understanding, you will write an objective summary of the excerpt. You may use your notes from this lesson to help you.

Remember, a summary is a concise, complete, and accurate overview of a text. An objective summary is free of opinions. Your summary should only include facts from the 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.
- If you need to quote the words of the author, 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.

Upload your answer below.

0 / 10000 Word Limit
Did you:

- Include at least four key details from the text in your summary?
- Make your summary completely objective, meaning free from all opinions?
Unit Quiz: Human Intelligence

Please go online to view and submit this assessment.
Unit 5 - Invention
What if you were to invent something that changed how people lived? What would the invention do? What would people do differently by using your invention? Watch this video of technology developed by MIT. As you watch, think about:

- What this technology might be used to accomplish
- What might be different in the world by using this technology

Watch the video Amazing Technology Invented by MIT in myPerspectives Unit 5: Invention, Unit Introduction.

In this unit, you will read many texts that address this question:

How are inventions realized?

To begin exploring this question, you will read the Launch text “Inspiration Is Overrated!” In previous units, you have learned how authors create effective arguments. As you read the Launch text, think about the following and jot notes in your ELA Journal:

- How does the author structure this article?
- What kinds of support does the author provide for the key points?

Now, read “Inspiration Is Overrated!” in myPerspectives Unit 5: Invention, Unit Introduction.
TEACHING NOTES

The text is written in a semi-formal style. The author’s use of contractions and language as if he or she is speaking directly to the reader contributes to this style. The argument hints at the main point in Paragraph 4, “Experts say that the odds are stacked astronomically against inventors . . .” The main argument is fully stated in the final paragraph: “If inventions is one percent inspiration and ninety-nine percent perspiration, I’m putting my money on the ninety-nine percent.”

Before directly stating his or her position, the author provides some estimation of statistics from the U.S. Patent and Trademark office. Then, the author uses chronological order to illustrate how an invention becomes available to a mass market.

Your student can also use the title of the piece to understand the main argument.

Now that you have read the article, complete the Summary activity. Write your summary in your ELA Journal.

POSSIBLE RESPONSE

In “Inspiration Is Overrated!” the author explains that for every invention we use in our lives, there are many more that people came up with that did not get produced. According to the author, the vast majority of patented projects don't make money, and thousands of other ideas for inventions never get patented at all. The author argues that coming up with a good idea is just the beginning. After that, the inventor must make a working model and make sure that the idea has not already been taken. According to the author, coming up with one good idea is not so hard. However, coming up with a unique idea and making it into something that people can use can take a lot of time and effort.

To finish your class today, think about the inventions that have had an impact on your life. In your ELA Journal, write a brief paragraph that answers this question:

Which invention has had the biggest impact on humanity?
In "Inspiration Is Overrated!", the author explains that for every invention we use in our lives, there are many more that people came up with that did not get produced. According to the author, the vast majority of patented projects don't make money, and thousands of other ideas for inventions never get patented at all. The author argues that coming up with a good idea is just the beginning. After that, the inventor must make a working model and make sure that the idea has not already been taken. According to the author, coming up with one good idea is not so hard. However, coming up with a unique idea and making it into something that people can use can take a lot of time and effort.

You have begun your thinking about the impact of inventions in our lives. You have read an alternative structure for an argument. In the next part, you will begin reading "Uncle Marcos" from The House of Spirits and think about how inventions shape our world.

You have begun your thinking about the impact of inventions in our lives. You have read an alternative structure for an argument. In the next part, you will begin reading "Uncle Marcos" from The House of Spirits and think about how inventions shape our world.

Please go online to view and submit this assessment.
Now, read about Daedalus inventing a pair of wings and teaching his son how to use them but warning him not to fly too close to the sun because the wax in the wings would melt. Icarus is too excited to listen and he drowns.

By now, you should be developing your own habits for first reads of texts. You know that the first read is the opportunity to understand the plot of the text in fiction, or the main ideas of the text in nonfiction. By now, you should be developing your own habits for first reads of texts. You know that the first read is described in chronological order, meaning in the order that things happened. This ordering may help you keep track of her biography.

After you read, answer these questions about Isabel Allende:

1. In what country was Allende born?
2. How many books has Allende written?

Your student is reading a background article about Isabel Allende. This will prepare your student for a later portion of the lesson, in which he or she will read an excerpt of a novel written by Allende.

The article with Allende's biography is written in chronological order so that the events in her life are told in the order that they happened. After reading this article, your student should know more about Isabel Allende.

Answers:

1. Peru
2. Over 20
In the last part, you began thinking about how inventions shape our world. You read an argument about the central question of this unit: *Are inventions realized through inspiration or perspiration?* Today, you will read the excerpt, or section, “Uncle Marcos” from the novel *The House of Spirits*.

“Uncle Marcos” is from Isabel Allende’s first novel, which began as a letter to her 100-year-old grandfather. This excerpt draws on the Greek myth of Icarus and Daedalus. In the myth, Daedalus invents a pair of wings and teaches his son how to use them but warns him not to fly too close to the sun because the wax in the wings would melt. Icarus is too excited to listen, and he drowns in the ocean after his wings melt.

By now, you should be developing your own habits for first reads of texts. You know that the first read is the opportunity to understand the plot of the text in fiction, or the main ideas of the text in nonfiction. As you complete your first read, keep these fiction questions in mind:

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

Now, read "Uncle Marcos" from *The House of Spirits* in *myPerspectives* Unit 5: Invention, Whole-Class Learning.

**VOCABULARY**
- decipher
- invincible
- contraption
- newfangled
- ingenuity
- improvisations

**TEACHING NOTES**

As your student reads this text, there are several mentions to concepts such as mythology, Catholicism, India and the Far East, and a number of historical and literary references. As your student learned in Unit 2, if any such references are impeding comprehension, encourage your student to build his or her background knowledge. However, another strategy is to read on and see if comprehension is repaired. A third strategy includes using footnotes that define some obscure references.
VOCABULARY

WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS

You have learned to use the LPR3 strategy to determine the meaning of words using the context of the sentence. Words have multiple meanings, so it is important to read carefully to determine the meaning that the author is using. This meaning could be different from a meaning that you already know.

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.

Look at the following list of words. Write each vocabulary word in your ELA Journal and use the LPR3 strategy to write a meaning for each word based on its context.

- decipher
- invincible
- contraption
- newfangled
- ingenuity
- improvisations

Add these words to your word wall and use them when you speak 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. The definitions of the words can be found in the glossary of the e-text.

Allende often writes in long, sweeping paragraphs. When reading through these kinds of sections, your student may need to slow down his or her reading rate to absorb the meaning of what has happened. In these kinds of sections, students’ minds often wonder, so rereading is a strategy that might be helpful if your student finds him- or herself wandering from the text. Encourage your student to monitor his or her own comprehension.
Now that you have completed reading the text, complete the **Comprehension Check** in the **Making Meaning** section of your textbook. Write your answers in your ELA Journal.

### TEACHING NOTES

**Possible responses:**

1. He builds a barrel organ and serenades her.
2. He builds an airplane.
3. She has the power to predict the future.
4. Uncle Marcos is an adventurer who loves exploring the world. He also craves attention and does many things to gain it, including flying a primitive plane. He is a romantic, trying to win over Cousin Antonieta. He is a schemer with his fortune-telling business.

### 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. This helps readers better understand the characters and plot.

As you read "Uncle Marcos," an excerpt from the novel *The House of Spirits*, think about your own experiences with family. When have you experienced a family member who seemed different than you?

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 the feelings and motivations of the characters by...

### TEACHING NOTES

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

- What does the text remind you of?
- Does this text remind you of a personal experience or opinion?
- How are your experiences/opinions similar to or different from what is happening in the text?
- What are your feelings when you read this text?
Great readers need an expansive vocabulary to be able to tackle more complicated text. In the next part, you will begin your analysis of "Uncle Marcos." To prepare for your analysis, go to the Language Development section of your textbook and complete the Concept Vocabulary and Word Study activities.

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**TEACHING NOTES**

**CONCEPT VOCABULARY**

**Why These Words? Possible Responses:**

1. The vocabulary words help explain how Uncle Marcos makes and works on his devices.  
2. incomprehensible, alchemy, imagination, mechanic, clairvoyance, venture, excursions, impressions

**Practice Possible Responses:**

1. newfangled 2. decipher 3. improvisations 4. ingenuity 5. contraption 6. invincible

**Word Network Possible Responses:**

Possible words: equipment, unfamiliar, designed, improve, assembling

**Word Study Possible Responses:**

1. It tells you that the word refers to the state or quality of being able to do something.  
2. The word responsibility refers to the quality of being responsible or to something for which one is responsible. Taking care of a pet would be one example of a responsibility.

---

In this part, you completed your first read of "Uncle Marcos." In the next part, you will begin your analysis of the text by close reading the story again.

---

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
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.

In the last part of the lesson you read “Uncle Marcos.” There were some very difficult words in the story that you might have had a hard time reading and understanding. You know that part of reading fluently is accurately pronouncing even complex words.

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 affixes can help.

Watch the videos below about how the prefixes dis-, in-, and im- can help you understand the meaning of words. 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 “Uncle Marcos.” Split each word into the prefix/suffix and find the root word.

- disappeared
- disconsolately
- dishonest
- discovery
- indulgence
- ingenuity

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 paragraph 4 of “Uncle Marcos.” 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.
Discuss with your student how reading accurately helps with reading fluency because it makes reading sound smooth.

Watch this video and this video to learn about prefixes. 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 “Uncle Marcos.” Have your student reread paragraph 4 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 paragraph one more time.

You have completed your first read of “Uncle Marcos” in myPerspectives Unit 5: Invention, Whole-Class Learning and now it is time to dig into the text for deeper meaning. Good readers read first to understand the plot and characters, but then continue to understand the author’s craft. As you close read today, you will return to the following sections:

- Paragraph 1 – activities in text
- Paragraph 2 – activities in text
- Paragraph 3 – Find details that hint as to why Uncle Marcos took the flight. What do these details tell you as a reader? Why do you think the author included these details?
- Paragraph 3, Part 2 – Toward the end of paragraph 3, find details that describe how Marcos is dressed as he waits to begin his flight. Why might the author have mentioned these details? What do these details show about Marcos’s knowledge and experience?
- Paragraph 5 – activities in text
Go to the Close Read activities in the Making Meaning section of your text. If you have the printed textbook, these activities are in the margins of your text. Note that there is an additional Close Read activity for Paragraph 3 not found in your textbook written above. Complete these Close Read activities with evidence in your ELA Journal now.

### TEACHING NOTES

- Paragraph 1: details include Marcos's pirate-like mustache and his “shark-like smile.” The writer is trying to show Marcos has a unique appearance. The effect of these details is that Marcos appears more interesting and unusual to the reader.

- Paragraph 2: Antonieta does not react to the barrel-organ music as expected. The author's choice to provide so little description of Antonieta's reaction deliberately contrasts with both Uncle Marcos's and the reader's expectations. While minimal description allows the reader to fill in the gaps, it also suggests Antonieta's indifference to Uncle Marcos and his efforts to woo her. This choice creates humor by contrasting Uncle Marcos's elaborate overtures with Antonieta's indifference to them.

- Paragraph 3 – The flight was talked about and a big event. Uncle Marcos wants to cause a sensation by flying. The author wants the reader to know what motivates Uncle Marcos; he is not just motivated by showmanship and a wish to be the center of attention. He is ambitious – he wants to restore his reputation with his family by achieving immortal fame with his flying machine.

- Paragraph 3, Part 2 – the author chose these details to show that Marcos is promoting himself as a great explorer. These details show that choice of clothing is what he thinks he should wear based on what he's read or heard, rather than on his own direct knowledge or experience.

- Paragraph 5 - The author includes these contrasting elements to show that there are two ways to see a crystal ball—as a source of insight or as a tool of deception and fraud. These details add humor to the description and help further develop Uncle Marcos’s character.

### QUICK CHECK

Please go online to view and submit this assessment.

### MORE TO EXPLORE

There are often multiple pieces of evidence that can support your ideas. However, to be an effective writer, you must choose the best piece of evidence. Read the information and complete the practice in this presentation to be more adept at selecting evidence.
In this part, you used close reading lenses to gain a deeper understanding of Marcos's character. In the next part, you will complete your close read of this text to prepare to analyze the author's craft.
**Uncle Marcos - Part 4**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Books &amp; Materials</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| - To analyze how an author reveals a character using specific dialogue and incidents in a story  
- To write a critical review of a character | - MyPerspectives text  
- ELA Journal  
- Reading Log  
- Computer  
- "Uncle Marcos" from The House of Spirits by Isabel Allende  
- Launch text: "Inspiration Is Overrated!" | - Watch the video Amazing Technology Invented by MIT.  
- Read Launch text "Inspiration Is Overrated!"  
- Complete a first read of "Uncle Marcos" from The House of Spirits by Isabel Allende.  
- Complete Close Reading and analysis activities.  
- Write a critical review of the character of Uncle Marcos. |

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**LEARN**

You have begun your close read of "Uncle Marcos" in myPerspectives Unit 5: Invention, Whole-Class Learning. You have noticed subtle details that the author has included to develop the character of Marcos. Today, you will complete your close reading of the text. You will revisit paragraph 6 to begin your close read. Review the text, then find the Close Read activity for Paragraph 6. If you have a digital textbook, this is in the Making Meaning section. If you have a printed textbook, this will be in the margin of your text. Write your answers and evidence in your ELA Journal.

---

**TEACHING NOTES**

Marcos tells several stories about the “Indians” including piercings, snakebites, etc. The author wanted to show the strong impression that Clara’s uncle had made on her. These details are used to build Marcos’s larger-than-life character. They give readers a clearer look at Marcos’s character.

---

To complete your close read, go to the Making Meaning section of your textbook and find the Analyze the Text activities. Complete these activities in your ELA Journal now. Remember to provide evidence with each answer.
You have begun your close read of "Uncle Marcos" in myPerspectives Unit 5: Invention, Whole-Class Learning. You have noticed subtle details that the author has included to develop the character of Marcos. Today, you will complete your close reading of the text. You will revisit paragraph 6 to begin your close read. Review the text, then find the Close Read activity for Paragraph 6. If you have a digital textbook, this is in the Making Meaning section. If you have a printed textbook, this will be in the margin of your text. Write your answers and evidence in your ELA Journal.

Marcos tells several stories about the "Indians" including piercings, snakebites, etc. The author wanted to show the strong impression that Clara's uncle had made on her. These details are used to build Marcos's larger-than-life character. They give readers a clearer look at Marcos's character.

To complete your close read, go to the Making Meaning section of your textbook and find the Analyze the Text activities. Complete these activities in your ELA Journal now. Remember to provide evidence with each answer.

POSSIBLE RESPONSES

1. Uncle Marcos stands out in Clara’s memory because he was a remarkable figure. He traveled the world and brought back many stories. He also created adventures, such as building and flying in a winged machine. He also believed in her ability to prophesy, and they worked together to tell fortunes.
2. He took on the flying project after coming out of a depression, and it inspired him and kept him going. It reinforced the notion of him as a great adventurer for both him and his niece.
3. In both cases Uncle Marcos wishes to be loved and admired—in the first by Cousin Antonieta and in the second by the people of the community. He is not successful at gaining love through the barrel-organ incident, but he gets much attention and admiration through the mechanical bird incident.
4. Student responses will vary, but answers should include an explanation about what the story taught them about how and why inventions are created. Some students may see the importance of imagination to invention.

INFERRING CHARACTER TRAITS

Good readers infer character traits to understand the characters' motivations and responses. Good readers look closely at what a character says and does as evidence to make an inference about a character's traits. Inferences always involve evidence from the text, combined with a reader's background knowledge.

Look at the text evidence that describes Uncle Marcos's actions in the text House of the Spirits. Readers can infer Uncle Marcos's character is inventive as he builds a plane from instructions that, "...he was able to decipher thanks to his invincible imagination and a small dictionary."

Good readers can also infer that Uncle Marcos's actions demonstrate he was adventurous, as he and the airplane he built, "...disappeared into the clouds, to a send-off of applause..."

Practice inferring character traits in your ELA Journal by making a three-column chart like this:

<table>
<thead>
<tr>
<th>Text Evidence</th>
<th>Background Knowledge</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As you read, record the text evidence that provides clues about character traits. Combine that with your own knowledge gained from your experience to make inferences about the characters' traits.
Uncle Marcos builds a plane, using instructions “...he was able to decipher thanks to his invincible imagination and a small dictionary.” People with good imaginations and good problem-solving skills are smart and inventive. Uncle Marcos is creative and inventive.

The airplane Marcos built “…disappeared into the clouds, to a send-off of applause…” Many people enjoy the adventure of flying a model plane. He is adventurous.

You have completed a thorough analysis of Uncle Marcos’s character through close reading. In the next part, you will look at Allende’s craft and how she created such a robust character.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
You have completed a thorough analysis of the character of Uncle Marcos in myPerspectives Unit 5: Invention, Whole-Class Learning. How do authors create characters? What writing techniques do they use to create enjoyable characters in their writing? In this part, you will examine the tools that the author used to create this intriguing character.

Go to the Making Meaning section of your textbook and find the Analyze Craft and Structure activities. First, read the information that is written in that section about how authors develop round characters. Then, complete these activities in your ELA Journal with evidence.

### TEACHING NOTES

#### POSSIBLE RESPONSES

1. a. Uncle Marcos creates messes and chaos when he stays with his sister Nívea. For example, the grandmother has to stay on her feet all day to support the fortune-telling business.
   
   b. They show that he acts in unconventional ways and does not care what others think.

2. a. She continues to watch for his return.
   
   b. Everyone else assumes he died.
   
   c. Clara believes in her Uncle Marcos, unlike others.

3. Uncle Marcos refers to the fortune-telling tunics as “the color of the men of light,” suggesting that yellow is a magical color. This example shows that he is persuasive and tricky.

4. a. Both are round characters.
   
   b. Clara is a dynamic character. Uncle Marcos is a static character. They are round characters because they have many traits. He is bold and exaggerates. She is loyal and has a sixth sense. Uncle Marcos is a static character because his personality remains unchanged throughout the selection. He continues his crazy antics and adventures even though they are usually unsuccessful. Clara is a dynamic character because she grows and learns from Uncle Marcos’s stories and her experiences with her uncle.
**ANOTHER WAY...**

**Character**

If you find it challenging to determine which characters are round, flat, static, and dynamic, you can think about characters in other books you have read or movies you have seen.

Think about a book or movie you like. Pick one that has characters you feel like you really understand. Draw a chart like this one:

<table>
<thead>
<tr>
<th></th>
<th>ROUND</th>
<th>FLAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DYNAMIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATIC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the spaces in the chart, write the names of the characters from the book or movie according to the descriptions. For example, if a character is dynamic and round, write the name in the top left box.

Look at your completed chart. Think about the characters. What did you recognize about each character that made you know where to put that character on the chart?

Now that you’ve thought about characters with which you are more familiar, go back and answer the questions about the characters in “Uncle Marcos."

**TEACHING NOTES**

Have your student consider a book or movie he or she knows very well. It should be one that has characters with which your student is very familiar. Have your student complete the chart and then analyze it as instructed.

If your student struggles to complete the chart with the familiar characters, ask prompting questions about characters:

- List the character’s traits. (If your student only lists one, this is an indication that the character is flat. If your student lists many traits, the character is likely round.)
Great readers must also be great writers. When you write well, you are able to communicate your ideas effectively to others. This is an essential skill both in school and in your life. One way to become a better writer is to understand the conventions of language. Go to the Language Development section of your textbook and find the Conventions activities. Read the information about subject complements, and then complete the Read It and Write It activities in your ELA Journal.

TEACHING NOTES

READ IT POSSIBLE RESPONSES

1. a. The predicate pronoun he identifies the subject, the man. b. The predicate noun fortune-teller renames the subject, Clara. c. The predicate adjective upset tells something about the subject, Clara.

WRITE IT POSSIBLE RESPONSES

a. inventor  
b. person who cares most about Uncle Marcos  
c. determined  
d. mature for her age

GRAMMAR

FUNCTION OF VERBALS: INFINITIVES

Step 1

You have been reading to understand characters and events in a novel excerpt. To understand what is happening in a narrative, you can think about how individual words and phrases contribute meaning. Verbals are verb forms that function as other parts of speech. Authors use verbals like infinitives to refer to actions in different ways. You can break down a sentence to understand how an infinitive adds meaning.

Point out that your student can transfer this thinking about familiar characters to those in the story. If upon returning to the questions your student continues to struggle, ask the above prompting questions about the characters in "Uncle Marcos."
Verbals are verb forms that function as other parts of speech. Authors use verbals like infinitives to refer to actions in different ways. You can break down a sentence to understand how an infinitive adds meaning.

Read this sentence from “Uncle Marcos.”

> While the rest of the household tried to sleep, he dragged his suitcases up and down the halls, practiced making strange, high-pitched sounds on savage instruments, and taught Spanish to a parrot whose native language was an Amazonic dialect.

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. A verbal is a verb form that functions as another part of speech. You can think about how verbals add meaning to a sentence. Authors can use verbals to refer to actions in many different ways.

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. Where is the infinitive in this sentence?

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. Is this infinitive part of a phrase or does it appear on its own? How do you know?

In a sentence, an infinitive or infinitive phrase can function as a subject, subject complement, 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 verbals 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 contributes to the meaning of the sentence. How does knowing how to use an infinitive help the author add meaning to the sentence?

**Step 4**

In this sentence, the author uses an infinitive to add meaning. The infinitive helps you understand what the family is doing while Uncle Marco does his strange activities.
You know that an infinitive can appear on its own or as part of an infinitive phrase. An infinitive phrase always includes an infinitive. It can also include objects, modifiers, and prepositional phrases.

On a new sentence strip, write “to sleep” and then add objects, modifiers, and/or prepositional phrases to make an infinitive phrase. At the end of your phrase, put a comma. Then replace the second chunk of the sentence with your infinitive phrase. How does the phrase contribute meaning to the sentence?

How can infinitive phrases contribute to your craft as a writer?

**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:

- While the rest
- of the household tried
- to sleep,
- he dragged his suitcases
- up and down the halls,
- practiced making strange,
- high-pitched sounds
- on savage instruments,
- and taught Spanish
- to a parrot
- whose native language
- was an Amazonic dialect.

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 at night while everyone was sleeping, Uncle Marcos was doing strange things like dragging his luggage around, playing instruments, and teaching Spanish to his pet parrot.

**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 it has a dependent clause and an independent clause. The dependent clause is linked to the sentence with the conjunction while. This signals a time relationship. I know that the rest of the people sleeping and Uncle Marcos doing all these things happened 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 type of sentence is this? What does that mean? How does it signal a relationship?

**Step 3**

Your student should identify these chunks:

- of the household tried (past tense)
- to sleep, (infinitive)
- he dragged his suitcases (past tense)
- practiced making strange, (past tense)
- and taught Spanish (past tense)
- was an Amazonic dialect. (past tense)

*Answer:* to sleep

*Answer:* It appears on its own. I know because of the comma and because the words after the comma make up a new clause.

*Answer:* The direct object of tried

*Possible response:* It helps the author communicate that they're trying something but it implies that they can't do it.

**Step 4**

Your student may add as many objects, modifiers, and prepositional phrases to the infinitive as he or she wishes. Your student might write something like this:

- to sleep snug in their rooms upstairs,

Have your student replace the second chunk in the sentence with his or her new infinitive phrase and read the sentence.

*Possible response:* It gives more detail that help the reader picture the family trying to sleep. It helps set up contrast between the peaceful activity they are trying to do and the crazy things happening downstairs.

*Possible response:* They give me a way to build more detailed sentences.
In this lesson part, you examined instruments of writing that develop round characters. Next, you will use this knowledge to write a critical analysis of Uncle Marcos.
Say, "In this sentence, the author uses an infinitive phrase as the direct object of the verb tried. When you see an infinitive after a verb, it might be functioning as a direct object, an adverb, or a subject complement. You examined subject complements earlier today. A subject complement follows a linking verb and gives more information about the subject of a sentence."

Display these sentences:

- His goal is to sleep through the night.
- Wendy agreed to sleep in the tent.
- The baby finally went to sleep.

Have your student identify the infinitive or infinitive phrase in each sentence and then describe its function.

Answers:
- to sleep through the night, subject complement
- to sleep in the tent, direct object
- to sleep, adverb

Have your student write a sentence or two about "Uncle Marcos" using an infinitive as a subject complement.

Your student might write sentences like these:
- Clara seems to like her uncle's stories.
- Uncle Marcos's goal is to make money off Clara's skill.

If your student struggles to write the sentence, offer this list of linking verbs: to be, to seem, to appear

Ask, "How can knowing the various functions of infinitives and infinitive phrases help you be a stronger writer?"

Possible response: It helps me write about actions in many different ways.

In this lesson part, you examined instruments of writing that develop round characters. Next, you will use this knowledge to write a critical analysis of Uncle Marcos.

Please go online to view and submit this assessment.
You have completed a thorough analysis of the character of Uncle Marcos. Now, you will use this knowledge to write a critical review. A critical review is a type of argument in which a writer states and supports an interpretation or evaluation of a literary work.

**ANOTHER WAY...**

**Writing About the Character of Uncle Marcos**

You are going to be writing an in-depth character analysis of Uncle Marcos. You will be using a Describing Wheel.

In the middle, write your opinion about Uncle Marcos. Your opinion could be that he is a dreamer, a crackpot, an innovator, a phony, just an unusual person, or something else.

In the eight areas between the spokes, write down different ideas or evidence you have about the character of Uncle Marcos that support your opinion, such as examples from the text. Note that you do not have to fill in each area and that you do not have to write in complete sentences for this brainstorming and pre-writing activity.
Your student’s graphic organizer might include some of the following ideas, which are just an example:

Topic: Uncle Marcos is simply an unusual person.

Detail 1: He travels around to various places.

Detail 2: He collects animals from his trips.

USE FOR MASTERY

Write a critical review in which you state, explain, and support your understanding of the character of Uncle Marcos. In your view, is Uncle Marcos a dreamer, a crackpot, an innovator, a phony, just an unusual person, or something else? Your critical review should include the following elements:

1. A main claim in which you state your position about Uncle Marcos
2. An explanation of specific ways in which author Isabel Allende shows what Uncle Marcos is like
3. Evidence, including quotations from the narrative, that supports your main claim
4. Reasons that clarify your claim or show why it is valid

As you write your review, be clear about the ways in which your ideas fit together. Use words and phrases that show how one idea leads to the next, and how your evidence connects to the ideas. For example, words and phrases such as because, as a result, and consequently show cause-and-effect relationships. Words and phrases such as like, similarly, or on the other hand show comparison and contrast.

Your critical review should be 2–4 paragraphs in length. Upload your answer below.

Word Limit: 0 / 10000
Did you:

- Write a critical review two to four paragraphs in length in which you state your claim that defines your position on the character of Uncle Marcos?
- Include three pieces of cited, quoted evidence from the narrative that support your claim?
- Provide two reasons to explain why your claim is valid?
- Provide a concluding statement that supports the argument?
LEARN

LEARN ABOUT...

You are going to be reading a nonfiction article by scientist Neil deGrasse Tyson. Before you do so, read Neil deGrasse Tyson, which will help you learn more about the scientist. Use the bold topic headings in the article to help you keep track of the article’s contents.

After you read, answer these questions about Neil deGrasse Tyson:

1. **True or false**: Neil deGrasse Tyson has never appeared on television shows.

2. When did he become a member of the Commission on the Future of the United States Aerospace Industry?

TEACHING NOTES

Your student is reading a background article about Neil deGrasse Tyson. This will prepare your student for a later portion of the lesson, in which he or she will read a nonfiction article written by this scientist. After reading the biography, your student should know more about Neil deGrasse Tyson.

Answers:

1. False

2. 2001
In the last lesson, you examined how an author develops characters and wrote a critical analysis using best evidence to evaluate the author’s craft in developing Uncle Marcos. Remember that the central question of this unit is: How are inventions realized? In this lesson, you will study the article “To Fly” by Neil deGrasse Tyson. In this article, the scientist explores the limits of flight. The history of human flight is closely tied to the history of speed—flying has meant setting speed records. Heavy flying vehicles, like airplanes, have to move very quickly to stay in the air, and space shuttles have to travel at a very high speed called escape velocity to get into space.

This is a nonfiction article, so as you approach your first read, keep these questions in mind:

- What is this text about? Who is involved?
- What are the most important sections of this article?

Now, read “To Fly” in myPerspectives Unit 5: Invention, Whole-Class Learning.

VOCABULARY

- myopic
- foresight
- naïveté
- prescient
- enable
- seminal

The article begins with an allusion to Icarus by Sir Arthur Eddington. Ensure your student understands this is an introduction to the article and not the article text itself. If your student is unfamiliar with the myth of Icarus and Daedalus, have him or her conduct a brief internet search.

Tyson’s language is often florid, filled with metaphors and vocabulary that might be difficult for your student to access. If this is the case, encourage your student to select from the following strategies:

- Reread, and then read on to see if comprehension is repaired.
- Use vocabulary footnotes and context clues to make connections between unknown vocabulary.
Have your student watch a video of Tyson speaking or listen to a recording of the article. Get a feel for his patterns and when he uses illustrations to expand on scientific concepts.

Once you have completed your first read, answer the Comprehension Check in your ELA Journal. Remember to refer to the text and provide evidence as needed.

Possible responses:

1. The idea of flying
2. People once thought that it was impossible to have self-propelled flight by any device that was heavier than air and that objects could not move faster than the speed of sound.
3. In Tyson’s opinion, the greatest achievement of human flight was Voyager 2, which explored the solar system’s outer planets.
4. 1903: Wright Flyer; 1944: V-2 rocket; 1947: Bell X-1; ballistic missiles; lunar module

You probably noticed that Tyson’s language in the article often contained domain-specific vocabulary. As you become a more sophisticated reader, you will encounter more sophisticated vocabulary. To build your vocabulary now, go to the Language Development section of your textbook and find the Concept Vocabulary and Word Study activities. Complete them now in your ELA Journal.

CONCEPT VOCABULARY
Why These Words? Possible Responses:

1. The concept vocabulary helps the reader better understand the inventions deGrasse Tyson describes because these words describe what can result from both conventional thinking and innovative thinking. These words also help express the author’s viewpoint that conventional thinking may be the enemy of innovation.
2. classic (Paragraph 1), ingenuity (Paragraph 4), limits (Paragraph 6), inventive (Paragraph 7), unprecedentedly (Paragraph 13)

Practice Possible Responses:

1. Responses will vary.
2. innovative: foresight, prescient, seminal, enable conventional: myopic, naivete
The innovative words express looking forward and making advances; the conventional words express not making the same kind of progress.

**Word Study Possible Responses**

1. in the front of the book
2. at the front of the animal

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**INTERACTIVE ACTIVITY**

Great readers also add information from other sources to knowledge they gain from reading. In this article, you learned about the history and science of flight. Now, watch the video *When I Look Up* in myPerspectives Unit 5: Invention, Whole-Class Learning, Media Connection section. Write about how this video adds to your understanding from the text in your ELA Journal.

**Possible response:**

The video adds to the excitement and wonder of the issue of flight. While the article focuses on how humans achieved flight and the wonder that it caused along the way, the video continues this excitement thinking about where flight will lead us.

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**TEACHING NOTES**

**Possible response:**

The video adds to the excitement and wonder of the issue of flight. While the article focuses on how humans achieved flight and the wonder that it caused along the way, the video continues this excitement thinking about where flight will lead us.

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**VOCABULARY**

**WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS**

You have learned to use the LPR3 strategy to determine the meaning of words using the context of the sentence. Words have multiple meanings, so it is important to read carefully to determine the meaning that the author is using. This meaning could be different from a meaning that you already know.

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.
The video adds to the excitement and wonder of the issue of flight. While the article focuses on how humans achieved flight and the wonder that it caused along the way, the video continues this excitement thinking about where flight will lead us.

WORD-SOLVING STRATEGIES: SENTENCE-LEVEL CONNECTIONS

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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.

Look at the following list of words. Write each vocabulary word in your ELA Journal and use the LPR3 strategy to write a meaning for each word based on its context.

- myopic
- foresight
- naivete
- prescient
- enable
- seminal

Add these words to your word wall and use them when you speak 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. The definitions of the words can be found in the glossary of the e-text.

In this part, you used nonfiction first read questions to approach a complex article. You strengthened your vocabulary skills to increase your ability to comprehend difficult, domain-specific texts. In the next part, you will use your close reading skills to dig more deeply into the meaning of the article.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
GRAMMAR

USING PUNCTUATION TO INDICATE A PAUSE OR BREAK: THE DASH

Step 1

You have been reading to understand the main ideas in an essay. You can break down a sentence to think about how an author uses punctuation to indicate a break. You can think about how these breaks contribute to the tone of a text.

Read this sentence from “To Fly.”

Wilbur and Orville Wright were the first to fly a heavier-than-air, engine-powered vehicle that carried a human being—Orville, in this case—and that did not land at a lower elevation than its takeoff point.

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. Read the sentence aloud. Which chunks have punctuation that creates a pause or break? What punctuation does the author use on those chunks?
Look at the words between the two dashes. What kind of information do they provide?

Why do you think the author decided to separate this information from the rest of the sentence with dashes? What is the effect?

Think about the effect of the dash. A dash indicates a break or pause. Think about how this pause affects the tone and meaning of the sentence. Why is the punctuation effective in this 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. An author can use a dash to draw attention to or emphasize specific words 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 this sentence:

- Wilbur and Orville Wright were the first to fly a—heavier-than-air, engine-powered—vehicle that carried a human being and that did not land at a lower elevation than its takeoff point.

Compare this sentence to the one from the text. How does one show effective use of the dash? How does one show ineffective use of the dash? Why?

When you use a dash to indicate a pause or break, what should you consider?

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:

- Wilbur and Orville Wright
- were the first
- to fly
- a heavier-than-air,
- engine-powered vehicle
- that carried
- a human being—
• Orville, in this case—
• and that did not land
• at a lower elevation
• than its takeoff point.

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 Wright Brothers were the first people to make the achievement of flying an aircraft with a person inside and landing it at a higher elevation than where it took off.

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 sentence has two relative clauses that give more information about the vehicle. Both relative clauses start with the relative pronoun that. The effect of the clauses is that they make the meaning of 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: How many relative clauses does the sentence contain? Tell me about them. What is their effect?

Step 3

Your student should identify these chunks:

• a human being—
  • Orville, in this case—

Possible response: The words tell specifically which human being was in the vehicle.

Possible response: It’s not necessary to know exactly who was in the vehicle in order to understand their achievement. It feels almost like the author is making an aside.

Possible response: It’s effective because it makes the sentence feel more conversational and casual. It feels like the author is breaking from the main part of the sentence to give some
interesting trivia. It also makes the information stand out. I notice the information between the dashes right away.

**Step 4**

Possible response: The one from the text shows effective use because the information between the dashes doesn't affect my understanding of the main part of the sentence. The placement of the dashes makes sense because they highlight information that identifies the specific human being. The new sentence isn't effective because the information between the dashes is essential to understanding the Wright brothers’ achievement. It needs to be part of the main sentence.

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 or separate information that's essential to the meaning of the main part of the sentence.

**Extension**

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

Have your student read this sentence:

> Wilbur and Orville Wright were the first to fly a heavier-than-air, engine-powered vehicle that carried a human being—Orville, in this case—and that did not land at a lower elevation than its takeoff point.

Then say, "In this sentence, the author uses dashes 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. Write a sentence responding to something about the essay 'To Fly.' Use a dash or dashes in your sentence to indicate a pause or break."

Your student might write something like this:

- I really like the way Neil deGrasse Tyson—a brilliant scientist—writes in a way that feels like he's talking to a friend.

Have your student explain the effect of the dash in his or her sentence. For example, your student might say, "I used the dashes to indicate a pause in a way that draws attention to the phrase 'a brilliant scientist.' The phrase isn't necessary to understanding what I like about the way the essay is written. It does add meaning, though, because it helps the reader understand why it's notable that the essay is written with a casual tone."

If your student struggles to write the sentence, have him or her first write a sentence reacting to the article. Ask your student to write about something he or she likes or dislikes about the essay. Then have your student analyze the sentence to see where he or she can add a dash. Your student might add a dash to set off an existing part of the sentence or might use a dash to add new information.
In the last part, you completed a first read of “To Fly” by Neil deGrasse Tyson in myPerspectives Unit 5: Invention, Whole-Class Learning. Remember that the purpose of a first read is to get the basic meaning of the text. To gain deeper meaning, good readers closely read the text. In this part, you will complete your close reading of the article to understand Tyson’s use of language to achieve his points.

To begin, find the Close Read activities. If you have a digital textbook, you will find them in the Making Meaning section. If you have a printed textbook, these activities are in the margins of the text. As you complete the Close Read activities, you will visit these sections:

- Paragraphs 2–4
- Paragraph 11
- Paragraph 16

Complete these activities in your ELA Journal. Remember to include evidence to support your thinking.

**TEACHING NOTES**

- Paragraphs 2–4: The author wants to show that flying has always held a strong attraction for humans because it is something we cannot do on our own. In Paragraph 2, he says that we have “wing envy” or “wing worship.” These details emphasize that although humans think we are superior to birds, we are only able to fly with the help of technological innovation.

- Paragraph 11: Tyson refers to him as “the guy.” This informal term implies that even though the writer is clearly smart and observant, he is just like everyone else — and all of us feel the impact of flying. The effect of this casual language is that it draws in the reader in a persuasive way. This is a very short sentence among much longer ones, and it creates contrast.

- Paragraph 16: The language changes dramatically at this point because Tyson is trying to persuade the reader that flight is not only about science—that it also has a strong impact on our emotions. The effect of this change is to leave the reader with a feeling of hope and inspiration about the future possibilities of flight and its effect on us.

To complete your close read, go to the Making Meaning section of your textbook and complete the Analyze the Text activities in your ELA Journal. Make sure to include the best evidence you can find to support your thinking.
Possible responses:

1. Tyson’s attitude is one of satisfaction. He notes, “A mere sixty-five years, seven months, three days, five hours, and forty-three minutes after Orville left the ground, Neil Armstrong gave his first statement from the Moon’s surface” (paragraph 14); “the greatest achievement of flight . . . was the launch of Voyager 2” (paragraph 16); “with our heart . . . we fly ever farther” (paragraph 16).

2. Responses will vary. Your student should identify a specific achievement and support his or her response with relevant details from the text.

3. Responses will vary. Your student may conclude that people use past inventions to create new ones.

Quick Check

Please go online to view and submit this assessment.

More to Explore

Authors can use many tools to develop their central ideas. There are often tools that are more common in fiction and some that are more common in nonfiction, but in this unit, you have seen fiction authors’ tools, such as allusion and description, used in a nonfiction text.

Review this set of flash cards. These are some of the ways authors develop their central idea in a text; however, there are more. Reread the distractor rationale and think of some other author’s tools that develop central idea. Return to the article and think about how Tyson develops his idea. Think of text structures, language, and types of evidence. Then, create your own deck of flash cards to practice how authors develop a central idea.

Vocabulary

Expanding Vocabulary

In your ELA Journal you have listed vocabulary words from “Uncle Marcos” and “To Fly.” Reread your definitions for each word. The purpose of vocabulary study is to increase your vocabulary. This includes your reading, writing, and speaking vocabulary. Using these words often in your speaking and writing will add them to your everyday vocabulary.
Look at the words again. Pick five words that you could add to your everyday vocabulary and write sentences or a paragraph using those words.

You have also kept a list of your vocabulary words on a word wall. Keep it where you can easily see it. Reread the words on your word wall often and include them in your speaking and writing.

To sharpen your writing skills, go to the Language Development section of your textbook and find the Conventions activities. Read about capitalization rules and complete the Read It exercises in your ELA Journal.

**TEACHING NOTES**

Assist your student as needed. Your student’s answers will vary depending on the words he or she chooses. Check to see that your student has used the words correctly. Encourage him or her to use vocabulary words when writing and speaking. The more your student uses a word, the more the word will become part of his or her everyday vocabulary.

**Read It Possible Responses:**

1. a. Superman (proper noun and first word of sentence); American (proper adjective)
   b. Neil deGrasse Tyson (proper noun and first word of sentence); Harvard (proper noun); Columbia (proper noun)
   c. Collier’s (proper noun - title)
2. Present (first word of sentence); You (first word of sentence); Paris (proper noun); You (first word of sentence); Zeppelin (proper noun); The (first word of sentence); Soon (first word of sentence)

Today you used close reading to analyze Tyson’s use of language to achieve his point and reveal his perspective in a nonfiction article. You also continued to practice finding best evidence to support your thinking.
To Fly - Part 3

Objectives
- To analyze author's craft in an expository article
- To create an informational presentation on a scientific concept
- To write an argument about a scientific concept

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- "To Fly" by Neil deGrasse Tyson

Assignments
- Complete a first read of "To Fly" by Neil deGrasse Tyson.
- Complete Close Reading and analysis activities.
- Research a scientific topic related to "To Fly."
- Complete Analyze Craft and Structure activities.
- Develop and deliver an informational presentation about historic feats of flying.
- Complete the interactive activity: Presentation Evaluation.

LEARN

You have read deGrasse Tyson’s article "To Fly" and analyzed the language he used to make his point. For the remainder of this lesson, you are going to create a presentation on a scientific concept, similar to the way deGrasse Tyson presented information in "To Fly."

You are going to create and deliver an informative presentation on one of the historic flying feats or scientific principles that Neil deGrasse Tyson discusses in the text. Your presentation will consist of four parts:

- Researching your topic
- Planning your presentation
- Preparing your delivery
- Evaluating other presentations

To begin, go to the Effective Expression section of "To Fly" in myPerspectives Unit 5: Invention, Whole-Class Learning and find the Speaking and Listening activities there. The activities direct you to plan your presentation with a partner, but you may complete this project on your own. Read the information in this section of your text now to understand your assignment.
TEACHING NOTES

Ensure that your student understands each stage of the project. He or she will have one class to research, two to prepare the presentation, one to deliver, and one to evaluate. Remind your student that research requires him or her to use credible sources.

Your student should select one of the topics in the article “To Fly.” This might be a specific mission or event, such as the Bell X-1 or Apollo, or it might be a broader concept such as the role of the space race during the Cold War or escape velocity. No matter the topic your student chooses, it should meet two criteria:

- It should be of interest to your student.
- It should be worthy of scientific explanation.

Therefore, if your student takes an interest in a nonscientific topic, such as the use of allusion to myth in nonfiction writing, direct him or her to a research-worthy topic.

If your student is able to work with others, you may wish to make this a partner project. If your student does not have the ability to work with other students, there will be a collaboration opportunity at the end of the lesson. If your student is working independently and the text instructs him or her to work with a partner, guide him or her to understand that this project is being completed independently.

Take the rest of your class time for this part to revisit “To Fly” and choose a concept you would like to research. Then, begin your research of the topic. Organize your research to include the key details and the sources that you are using. You will need quotes and paraphrases from your sources. Remember that paraphrases must also be cited.

The purpose of your presentation is to inform and explain the topic you have chosen to research. Remember this as you gather information. If you find sources that have opinions or might be presenting biased information, proceed with caution. Your goal is to collect factual evidence that will help you explain a complex topic to your audience.

Begin your research now. If you need help with the information needed to cite sources, you might use a resource such as www.easybib.com. You have the rest of your class to complete your research.

TEACHING NOTES

Assist your student as needed. He or she should be adept at using search terms to find more information; however, he or she might need some assistance. Credible sources are from well-known, reputable organizations such as National Geographic and .edu, or .gov websites.
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Assist your student as needed. He or she should be adept at using search terms to find more information; however, he or she might need some assistance. Credible sources are from well-known, reputable organizations such as National Geographic and .edu, or .gov websites. Your student may keep his or her notes in a way that helps him or her stay organized. This might be in an online notebook or on index cards.

### ANOTHER WAY...

**Writing an Informative Presentation About a Historic Flying Feat or Scientific Principle**

You are going to be writing and delivering an informative presentation on a scientific principle or historic flying accomplishment mentioned by Neil deGrasse Tyson.

It will be important for you to research and write down information. You can use this Ladder graphic organizer. At the top, write your topic. This will be the topic you choose to research, write about, and present. Then 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 may use just four or five steps instead of all six steps. You should also note which source or sources each piece of information comes from.

### TEACHING NOTES

Your student has been asked to complete a **Ladder** graphic organizer while preparing for his or her informative presentation.

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

**Topic:** Bell X-1

**Step 1.** It was an American rocket-powered supersonic research airplane.

**Step 2.** It was the first aircraft to go faster than the speed of sound in level flight.

**Step 3.** It broke the speed of sound (662 miles per hour) in 1947 by going 700 miles per hour. *(Source: https://www.britannica.com/technology/X-1-airplane)*

Note that your student’s information may vary.

### RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
In the last part, you conducted research on a scientific topic related to the article “To Fly.” In this part, you will use that research to begin building your presentation. If you have not completed your research or need more information, complete your research now.

Once you have completed your research, you are going to return to the article to understand how deGrasse Tyson makes his writing more interesting. DeGrasse Tyson is invited as a speaker across the world because of his knowledge and how he engages an audience. Can you imagine how awful sitting through a boring scientific presentation would be? To discover how deGrasse Tyson gives life and interest to his article, go to the Making Meaning section of "To Fly" in myPerspectives Unit 5: Invention, Whole-Class Learning and find the Analyze Craft and Structure activities. Read the information there about allusions, comparisons and contrasts, description, and cause and effect. Then, complete the Practice questions in your ELA Journal.

### POSSIBLE RESPONSES

1. a. The author alludes to images of money, the flag, and Superman.
   b. All of these allusions relate to popular images of flying.
   c. The allusions support the idea that flying has been special to humans for a long time.
2. a. The author compares birds and humans.
   b. The comparison helps the author explain that although birds can fly, their brains are small—and, interestingly, that the reason humans can fly is they can use their brains to develop technology.
ANOTHER WAY...

Allusions

If you find it challenging to analyze allusions in the essay, you can practice using an allusion in your own writing.

Write a few sentences describing a person, place, or thing. Include an allusion. Remember, an allusion can make almost any kind of reference—literary, historical, or cultural. An allusion should reference someone or something well known but should not explain the reference.

After you write, tell your Learning Guide how your allusion helps readers understand the subject of your sentences. How does your allusion expand the readers’ thinking about your ideas?

Once you have practiced using allusions in your own writing, you should be able to think more deeply about them in another text. Go back and answer the questions about allusions.

TEACHING NOTES

Your student might write something like this:

Last winter I was collecting donations for kids who need coats. I asked my brother to give me a few dollars, and he refused. He said he wanted to spend it on video games! I told him he was being a real Scrooge. I got in trouble, but it was true!

Your student should be able to explain how his or her allusion helps the reader understand the subject. In this case, your student would point out that Scrooge is known for his greed and for not helping others.

Exploring the use of allusions in his or her own writing will raise your student's comfort level in analyzing allusions in the text. As your student returns to the questions about allusions, encourage him or her to keep this activity in mind.
Now that you have examined how deGrasse Tyson used author’s craft to increase the interest of his article, it is time to begin writing your own presentation. Return to the Effective Expression section of your textbook and the Speaking and Listening activities. Read the Plan Your Presentation information there. Once you are clear on your task, use the rest of your class time to write your presentation. As you write, be sure to use some of the strategies that deGrasse Tyson used to make your presentation more interesting. As a reminder, those writing strategies were:

- Allusion
- Comparison and contrast
- Description
- Cause and effect

Teaching Notes

Encourage your student to use the notes from his or her research to write this presentation. Remind your student to think about the main point he or she is trying to make with each section of the presentation and encourage him or her to think about how each section fits in with the main idea of the whole presentation. Have your student review each section to make sure there is enough evidence to support the main point. Then, support him or her in finding appropriate images, including photos, illustrations, tables, and charts, to make the presentation engaging and easier to understand.

In this part, you explored how deGrasse Tyson used literary elements, such as allusion and description, as well as nonfiction structures, comparison, and cause and effect, to add interest to a nonfiction article. You wrote your own nonfiction presentation including some of these elements. In the next part, you will revise your writing as you prepare to present.

Rate Your Understanding

Please go online to view and submit this assessment.
In the last part, you drafted your presentation. You know that after drafting, the next step in the writing process is revision. Good writers never present writing that has not been revised. When reviewing your writing, make sure you have:

- Clearly stated your main idea and supporting ideas.
- Ensured that your key points are supported by interesting and relevant details.
- Selected an image for your presentation that clearly support your ideas.
- Reviewed your ideas to make sure that they are organized and in an effective way to help your audience understand the topic (usually from broad ideas to more specific ideas).
- Included strategies such as allusion, comparison and contrast, description, and cause and effect to increase the interest of your presentation and help your audience understand the concepts.

If any of these elements are missing from your presentation, revise your presentation now. After you have revised the ideas in your article, it is time to think about citing your sources. You may have already cited some sources. In this section, you will review your citations to ensure they are correct. In a
presentation, your audience will not receive your Works Cited page. However, it is important to show your audience that you have authority and are believable when you give information.

Return to “To Fly” in myPerspectives Unit 5: Invention, Whole-Class Learning. Look at the way deGrasse Tyson introduces quotes from Major Mysteries of Science (paragraph 9), the New York Times (paragraph 10), and Collier’s (paragraph 13).

By quoting these sources, deGrasse Tyson, who is himself an expert, shows he has done his research and gives even more credibility to his writing. In your presentation, find key facts that you drew from your research. Give credit to the sources of these facts. Some phrases you might try to give credit to the sources are:

- According to . . .
- The author writes . . .
- The findings of . . .

You can use deGrasse Tyson’s introduction of quotations as a model as well. Revise your writing to include some source citations now.

TEACHING NOTES

As your student is revising, help him or her decide which pieces of information should be credited to his or her sources. If each and every fact is credited, the presentation will be cumbersome. Guide your student to use deGrasse Tyson’s article as a blueprint. Here, deGrasse Tyson introduces larger quotes that he is using and the most important information to support his points. Ideas that might have been obtained from any number of sources, such as allusions to Greek mythology, are not cited.

FLUENCY

READING WITH PHRASING

You just worked on revising your writing and now you are going to work on your reading fluency. In this part, you are going to practice your fluency by focusing on reading 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 “To Fly” 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.

In ancient days two aviators procured to themselves wings. Daedalus flew safely through the middle air, and was duly honored in his landing. Icarus soared upwards to the sun till the wax melted which bound his wings, and his flight ended in a fiasco. In weighing their achievements perhaps there is something to be said for Icarus. The classic authorities tell us, of course, that he was only “doing a stunt”; but I prefer to think of him as the man who certainly brought to light a serious constructional defect in the flying-machines of his day [and] we may at least hope to learn from his journey some hints to build a better machine.

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 “To Fly” 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.

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 “To Fly” and click on the audio to listen to paragraph 1 being read aloud from 1:10–2:00.

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 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 this part, you revised your writing to ensure the clarity of your ideas and to provide citations in a presentation. In the next part, you will practice the delivery of your presentation and record it.

✅ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
To Fly - Part 6

**Objectives**
- To analyze author’s craft in an expository article
- To create an informational presentation on a scientific concept
- To write an argument about a scientific concept

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- "To Fly" by Neil deGrasse Tyson

**Assignments**
- Complete a first read of "To Fly" by Neil deGrasse Tyson.
- Complete Close Reading and analysis activities.
- Research a scientific topic related to "To Fly."
- Complete Analyze Craft and Structure activities.
- Develop and deliver an informational presentation about historic feats of flying.
- Complete the interactive activity: Presentation Evaluation.

**LEARN**

In this part, you will prepare and deliver your presentation. You will include the speech and the visuals you have planned. To begin, return to the **Effective Expression** section of your textbook and the **Speaking and Listening** activities in *myPerspectives* Unit 5: Invention, Whole-Class Learning. Review the information under **Prepare Your Delivery**. Before you deliver your presentation, practice it a few times and make sure it flows seamlessly. Focus on transitions and introducing your visual. Your presentation does not need to be memorized, but you should be able to establish eye contact with your audience throughout your presentation. You may wish to print your presentation out or use note cards. If you would like to see deGrasse Tyson give a presentation, search one of his presentations online and watch how he delivers to his audience. Practice your presentation now.

**TEACHING NOTES**

Your student should practice his or her presentation in front of a mirror before delivering the presentation before an audience. This might include family members, friends, or even at a local venue. This will allow him or her to give self-feedback before delivering the final presentation.

Now, deliver your presentation to your Learning Guide and other audience members that you can find. Find an appropriate place to deliver your presentation and dress appropriately. If possible, record your presentation using a camera or app so that you can share your presentation with others later.
Support your student in finding an audience for his or her presentation. This might include family members or even delivering his or her presentation for members of your community. Support your student in creating a video of his or her presentation, if possible, to share with others online.

Once your presentation is complete, if you have created a video, share it online. You will need to share your digital presentation so that it can be viewed by others in your group. Once you have made your presentation public, share the URL with your group.

Your student has the option of submitting a digital presentation for review by his or her group. In order for your student’s presentation to be submitted, your student will need to share the presentation. This may include making the presentation public, via a website such as youtube.com and copying and pasting the presentation’s URL into Flutterfeed.

Even if your student is not going to share his or her presentation with his or her group, your student will evaluate his or her presentation in the next class. Creating a video for this evaluation will help your student in giving him- or herself feedback.

In this part, you delivered a presentation of your research. You learned that when presenting, it is best to practice your delivery. In the next part, you will evaluate presentations, including your own!

Please go online to view and submit this assessment.
To Fly - Part 7

**Objectives**
- To analyze author’s craft in an expository article
- To create an informational presentation on a scientific concept
- To write an argument about a scientific concept

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- “To Fly” by Neil deGrasse Tyson

**Assignments**
- Complete a first read of “To Fly” by Neil deGrasse Tyson.
- Complete Close Reading and analysis activities.
- Research a scientific topic related to “To Fly.”
- Complete Analyze Craft and Structure activities.
- Develop and deliver an informational presentation about historic feats of flying.
- Complete the interactive activity: Presentation Evaluation.

**LEARN**

In the last part, you presented the information you found while researching a topic related to the article “To Fly.” After presenting, it is important to reflect on your work and think of ways your presentation went well and ways that you might improve in the future.

Return to the Effective Expression section of your textbook in myPerspectives Unit 5: Invention, Whole-Class Learning. Find the Presentation Evaluation Guide and rate your own presentation in your ELA Journal. If you created a video of your presentation, you may wish to watch it before you evaluate. For each criterion on the Presentation Evaluation Guide, write a brief rationale for the score you gave yourself.

**INTERACTIVE ACTIVITY**

If possible, after you evaluate yourself, post your presentation to your group. Then, watch other students’ presentations. Offer feedback to your group. If you are unable to complete an online activity at this time, deliver your presentation again for your Learning Guide. Use your evaluation to make improvements as you deliver your presentation a second time!

**TEACHING NOTES**

If your student is able to complete an online interactive activity at this time, guide him or her to move immediately to the interactive activity. If your student is currently offline, he or she should take this opportunity to practice feedback he or she gave on the Presentation Evaluation Guide.
You may also wish to provide your student with some feedback on his or her presentation to incorporate into the second presentation.

**COLLABORATION**

Watch other presentations from students in your group. For each presentation you watch, complete the Presentation Evaluation Guide in your ELA Journal. Jot some ideas about what each presenter did well and what he or she might improve upon. Once you have your ideas and discuss them with your Learning Guide, post some feedback to members of your group about their presentations. Offer feedback on both what they did well and what they might improve if they were to present again. Remember to be kind and supportive to others in your group!

**TEACHING NOTES**

Review the feedback your student records for each presentation. Ask him or her to explain why he or she gave the rating and feedback for each of the presentations he or she watched. Ensure your student's feedback is kind, helpful, and professional. For each piece of constructive feedback your student offers, ensure he or she also offers a piece of affirming feedback.

If your student receives feedback on his or her presentation, help him or her process the feedback. Some questions you might ask include:

- Do you agree with the feedback?
- How did that make you feel?
- What do you think you might do differently or the same next time based on this feedback?

In this part, you practiced evaluating presentations. This type of reflection and feedback is also useful when evaluating your writing and the writing of others. Reflection is an important element of improvement and can be done with others or individually. In the next part, you will complete this lesson by writing an argument with best evidence.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
To Fly - Part 8

Objectives
- To analyze author’s craft in an expository article
- To create an informational presentation on a scientific concept
- To write an argument about a scientific concept

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- “To Fly” by Neil deGrasse Tyson

Assignments
- Complete a first read of “To Fly” by Neil deGrasse Tyson.
- Complete Close Reading and analysis activities.
- Research a scientific topic related to “To Fly.”
- Complete Analyze Craft and Structure activities.
- Develop and deliver an informational presentation about historic feats of flying.
- Complete the interactive activity: Presentation Evaluation.

In this lesson, you analyzed the article “To Fly” and created a research-based presentation on a scientific concept. You have primarily been focused on expository, or informative, writing. Now, you will write an argument about this topic, specifically the golden record on the Voyager 2 spacecraft.

ANOTHER WAY...

**Brainstorming for Argumentative Essay Related to “To Fly”**

You are going to be writing an argumentative essay. In your essay, you will write about which sound you think should be added to the golden record attached to Voyager 2. This sound should be one that represents Earth and its inhabitants.

To brainstorm ideas for this topic, you can use a [Garden Gate Organizer](#). At the top, write your topic, “Possible Sounds to Add to Golden Record.” Then on the five boards, write down different ideas you have about sounds that should be added.

You will eventually choose one sound to focus on in your essay. Note that you do not have to fill in each board and that you do not have to write in complete sentences.

**TEACHING NOTES**

Your student has been asked to complete a graphic organizer called a [Garden Gate Organizer](#) to brainstorm ideas for his or her argumentative essay. This will help your student brainstorm ideas for the essay.
Your student's graphic organizer might include some of the following ideas:

**Topic: Possible Sounds to Add to Golden Record**

**Board 1:** Dogs barking and playing

**Board 2:** Martin Luther King Jr.'s “I Have a Dream” speech

**Board 3:** Voices of people from different places saying “hello” in different languages

Note that your student’s ideas may vary.

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**USE FOR MASTERY**

Tyson mentions the golden record that is attached to the side of Voyager 2. That record includes music, voices, and other sounds that represent Earth and its occupants. Imagine that you are able to choose a sound to add to that record. What sound would it be? Write an argumentative essay in which you state and defend your choice. Follow these steps as you write:

1. Clearly state your position, or claim, in an introductory paragraph. This should include both your choice of a sound and a broad reason for it.
2. In the body of the essay, provide specific reasons for your choice, and support them with evidence from Tyson's essay, your own observations, or another source.
3. Organize your reasons and evidence logically. Use transitional words and phrases, such as because, instead, and after, to clarify the relationships between your claims, your reasons, and the supporting evidence.
4. Conclude with a strong closing statement that follows from and supports your argument.
5. This essay requires you to think of evidence and reasoning from your own thoughts and experiences. However, you should find relevant evidence and reasoning from sources other than just your own experiences. While writing, take some time to complete online searches as needed to support your thinking. When you finish, reread your essay to revise any ideas. You need only write a first draft, but make sure to do your best with spelling and grammar. Your completed essay should be 2–3 paragraphs.

Upload your answer below.

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```plaintext
Your completed essay should be 2–3 paragraphs.
```
Tyson mentions the golden record that is attached to the side of Voyager 2. That record includes music, voices, and other sounds that represent Earth and its occupants. Imagine that you are able to choose a sound to add to that record. What sound would it be? Write an argumentative essay in which you state and defend your choice. Follow these steps as you write:

1. Clearly state your position, or claim, in an introductory paragraph. This should include both your choice of a sound and a broad reason for it.

2. In the body of the essay, provide specific reasons for your choice, and support them with evidence from Tyson’s essay, your own observations, or another source.

3. Organize your reasons and evidence logically. Use transitional words and phrases, such as because, instead, and after, to clarify the relationships between your claims, your reasons, and the supporting evidence.

4. Conclude with a strong closing statement that follows from and supports your argument.

5. This essay requires you to think of evidence and reasoning from your own thoughts and experiences. However, you should find relevant evidence and reasoning from sources other than just your own experiences. While writing, take some time to complete online searches as needed to support your thinking. When you finish, reread your essay to revise any ideas. You need only write a first draft, but make sure to do your best with spelling and grammar. Your completed essay should be 2–3 paragraphs.
You have been studying how authors develop characters and write informational articles. You have written an opinion about both a narrative and a nonfiction text. All of your thinking has been to answer the question: How are inventions realized?

In this lesson, you are going to write an argument comparing “Uncle Marcos” and “To Fly” each in myPerspectives Unit 5: Invention, Whole-Class Learning. Think about what flying means to people, both individually and collectively. Then, write an argumentative essay in which you make a claim that answers this question:

Which text—“Uncle Marcos” or “To Fly”—best describes the dream or fantasy of human flight?

Make sure to state your position clearly and support it with logical reasoning and evidence from the texts.

To find the details about your assignment, go to the Unit 5 Performance Task: Write an Argument section of your textbook. Read the information in the Write an Argument section. Ensure you understand the components of your assignment. Notice the elements of an argument that will need to be included in your writing. Take the time now to go back to the Launch text “Inspiration is Overrated!” and identify the elements of argument in the model text. Read the Write an Argument section now.
This section of the textbook contains the components of your student’s assignment. Remind your student that he or she is going to formulate an opinion about which text best describes the dream or fantasy of human flight, based on the information he or she learned in this unit. Remind him or her to return to the text while gathering details. Your student should complete the assignment using word processing software to take advantage of editing tools and features.

Your student should begin his or her argumentative essay by making a claim and considering possible counterclaims. Point out that he or she needs to support the claim with evidence from the text. Evidence and reasons to support the claim should be clear and relevant, and the argument should be organized in a logical manner. Also, your student must have an introduction and a conclusion that make his or her argumentative essay cohesive and effective.

Ensure your student takes the time to return to the Launch text to identify the elements of argument present in that text. This will increase your student’s understanding of the argumentative concepts, as well as create a model text for him or her to mimic as he or she writes.

**ANOTHER WAY...**

**Comparing and Contrasting the Dream of Human Flight in “Uncle Marcos” and “To Fly”**

You have been asked to compare and contrast the dream of human flight from two works you’ve read, “Uncle Marcos” and “To Fly.”

To help you compare the two, you can use a **Venn Diagram**. On the left-hand side write “Uncle Marcos” as the subject. On the right-hand side write “To Fly” as the subject.

On the lines under each subject, you will list details that are unique to each subject (details that the two texts do NOT share in common). Focus on how the literature presents the dream of human flight.

On the lines in the middle, where the circles overlap, you will list similarities (what ideas the two texts DO share in common).

For example, if you were using a Venn diagram to compare spiders and dogs, you would write on one line under the topic “spiders” that spiders have eight legs. On the line under “dogs” you’d write that dogs have four legs. In the middle where the circles overlap, you could write similarities, such as “both dogs and spiders hunt prey.”

Use this Venn diagram to compare differences and similarities between the two works of literature, to help you write about this topic later in the lesson.
Your student has been asked to complete a **Venn Diagram** in order to compare the differences and similarities between “Uncle Marcos” and “To Fly.” Specifically, your student should look at how the texts treat the idea of the dream of human flight.

Completing the Venn diagram will help your student think through the differences and similarities in the texts as he or she writes about this later in the lesson.

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

**Left Side: “Uncle Marcos”**

1. His flying machine did not work
2. His desire to fly killed him, because his flying machine was faulty and he did not understand or know the scientific principles behind flight.

**Right Side: “To Fly”**

1. Tyson’s desire to fly is a big part of his career as a scientist.
2. Tyson understands how flight works.

**Middle (similarities):**

1. Both include a strong desire to fly
2. Both are not afraid to dream big

Once you have reviewed the assignment and analyzed the Launch text for the elements of argument, it is time to begin the writing process. Remember, the steps in the writing process are:

1. Prewriting
2. Drafting
3. Revising
4. Editing
5. Publishing

You will complete all five steps in this assignment. To begin, find the **Prewriting/Planning** activities in the **Performance Task: Write an Argument** section. Complete these activities in your ELA Journal.

**Write a Working Claim**

Encourage your student to take some notes about which text he or she feels best portrays the dream of human flight, so he or she can prepare a working claim.
**Identify Types of Details**
Explain to your student that claims and supporting reasons will determine the details he or she needs, such as evidence, connections to experiences, or additional interpretations.

**Use Direct Quotations and Paraphrases**
Remind your student, as needed, that a direct quotation uses exact words to emphasize a point, and that a paraphrase restates the author’s words. He or she may use both in this argument.

**Formatting Direct Quotations**
Assist your student with formatting short or long direct quotations in a sentence or a paragraph.

In this part, you completed your prewriting for an argument comparing “Uncle Marcos” and “To Fly.” Save your prewriting work and have it ready for the next part. In the next part, you will continue the writing process by beginning to draft your essay.

✔️ **RATE YOUR UNDERSTANDING**
Please go online to view and submit this assessment.
LEARN

You have done your prewriting for your argumentative essay comparing “Uncle Marcos” and “To Fly.” Now, you will move on to the second step in the writing process, drafting. In this part, you will write a first draft of your essay. The goal for today is simply to get your ideas on paper. To do this, you will need to have the following elements:

- A clear claim about which text best captures the dream of human flight
- Reasons that are logically ordered to support your claim
- Evidence that strongly relates to your reasons and is relevant
- The counterclaim that is addressed in your essay and refuted
- A conclusion that creates closure in your argument

You do not need to complete your entire first draft in this part. You will have more time in your next class to complete your draft. Take your time today to thoughtfully organize your ideas and find strong evidence to support your thinking. You will complete your first draft in the next part.

To begin your draft, go to the Drafting activity in the Performance Task: Write an Argument section of your textbook in myPerspectives Unit 5: Invention, Whole-Class Learning. Read the information in this activity, write your outline in your ELA Journal, and then write or type your first draft.
Explain to your student that his or her argument should clearly state his or her position or claim. While completing the Argument Outline, your student should think about the reasons for his or her claim and provide strong evidence for each reason. Restating the claim in the conclusion will further strengthen his or her argument.

WRITE A FIRST DRAFT
Your student has been introduced to several organization tools for constructing an argument. Remind him or her to consider the tools he or she is using and draw on past learning about constructing a convincing argument. As your student writes a first draft, he or she should use the outline as a guide, making sure that his or her reasons and evidence are in logical order and clearly support the claim.

The goal of this lesson part is to get your student’s ideas on paper. If he or she is unsure what to write next, encourage him or her to return to the Launch text, “Inspiration Is Overrated!” Using this text as a model will help clarify confusion or provide ideas for your student to mimic.

Your student may find that he or she needs more evidence as he or she drafts. Encourage him or her to take the time needed to return to the unit texts and draw strong, relevant evidence to support the reasons your student provides in the essay.

Your student has both this part and the next to complete his or her first draft.

In this part, you began the first draft of your argumentative essay. You wrote a clear claim supported by logically ordered reasons and evidence. In the next part, you will finish your draft and begin the next step in the writing process: revision.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
The Fantasy of Flight - Part 3

Objectives
- To use the writing process to craft an argument comparing two texts

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- "Inspiration Is Overrated!"
- "Uncle Marcos" from The House of Spirits by Isabel Allende
- "To Fly" by Neil deGrasse Tyson

Assignments
- Complete prewriting activities for an argumentative essay about how inventions become successful.
- Draft the argumentative essay about how inventions become successful.
- Complete revision activities, including combining sentences.
- Edit and publish the argumentative essay.

LEARN

In the last part, you began your first draft of an argumentative essay answering the prompt Which text – “Uncle Marcos” or “To Fly” – best describes the dream or fantasy of human flight? You have completed a portion of your first draft. Today, you will complete your first draft. To begin, review the information in the Drafting activity of the Performance Task: Write an Argument section of your textbook in myPerspectives Unit 5: Invention, Whole-Class Learning. Then, gather your notes and finish writing or typing your first draft.

TEACHING NOTES

Your student should complete his or her first draft in this class. This includes writing a concluding section for his or her essay. For a model of a concluding section, your student should return to the Launch Text “Inspiration is Overrated!”

Nice job! You have completed writing your first draft. Before you begin revising your ideas, you are going to revise your sentence structure. Sentence structure has a great impact on what is understood by your readers. You have studied that short sentences create a jarring impact and draw the reader’s attention. Longer sentences can be used for explanation or for description. To think about sentence structure, go to the Language Development section of Performance Task: Writing Focus in your textbook. Read the information there about gerunds and participles and complete the Read It and Write It activities in your ELA Journal and using your first draft.
TEACHING NOTES

READ IT
Explain the function of gerunds and participles and how they are used to combine choppy sentences. Have your student look at the examples of each type of gerund and participle provided before the Read It section on the student page. Ask him or her to provide alternative gerunds or participles for each sample sentence. The sentences must make sense.

WRITE IT
Provide your student with additional sentences to combine for further practice.

At camp, Sam likes to swim and hike. Michael likes to paint and climb the rock wall.

In the evening, the chef cooks. He also prepares the food.

Once you have finished your first draft and completed the sentence combining revision, set it aside. You will complete your revision in the next part of the lesson.

RATE YOUR UNDERSTANDING
Please go online to view and submit this assessment.
You have completed prewriting and drafting, and now you are in the revision stage of the writing process. Remember that revision isn't about finding spelling and grammar mistakes. Revision is about evaluating your ideas and making sure you have written them clearly and well. Before you begin revising, check your understanding of best evidence using the Quick Check below.

**QUICK CHECK**

Please go online to view and submit this assessment.

**MORE TO EXPLORE**

It's time to read a teacher's journal! Read this [Middle Web blog entry](#) about how teachers can help students find the best text evidence. The teacher who authored this blog thought of a step-by-step process that you can use to evaluate your text evidence. There is even a chart in the blog entry that you can use to revisit the answer choices in this [More to Explore](#). You may wish to also create the chart in your ELA Journal for the evidence you have selected for your essay.
In this part, you will complete your revisions and find the Revising activities in the Performance Task: Write an Argument section of your textbook in myPerspectives Unit 5: Invention, Whole-Class Learning. Use the checklist and information there to revise your draft. Do not hesitate to rework or completely rewrite sections of your essay to make it truly your best work. Make sure to also complete the Revising for Focus and Organization activities to revise your essay fully.

Once you have completed all the revision activities, read over your essay one final time. Make sure your ideas are clearly and logically organized, that your evidence is compelling and relevant, and that your conclusion supports your argument. Once you have done all these things, set your essay aside for the day. In the next part, you will complete the editing and publishing steps in the writing process.

**TEACHING NOTES**

**EVALUATING YOUR DRAFT**
Before your student begins revising his or her writing, he or she should first evaluate the first draft to make sure that it contains all the required elements, is organized well, and adheres to the norms and conventions of written arguments. Your student may return to the Assignment section of the Performance Task: Write an Argument section to review the elements of an argument.

**Revising for Focus and Organization Conclusion**
Remind your student that while he or she may have provided a strong argument supported by reasons and evidence, the conclusion is the last thing that the reader reads, and it is what is likely to stick with the reader most. Therefore, a well-planned conclusion can make the difference in constructing a convincing argument. Ask your student to answer this question: What is the single most important idea I want my reader to take away from my argument?

**Revising for Evidence and Elaboration Use Language to Make Connections**
Provide your student with opportunities to revise sentences using transitions effectively. Offer the following example.

Ask your student to use transitions to combine these three sentences into one:

The banana is the greatest piece of produce. It comes with its own wrapper. It provides you with potassium.
You have completed three steps of the writing process: prewriting, drafting, and revising.

In this part of the lesson, you will edit and publish your draft as your assessment. To complete your editing, find the Editing and Proofreading activities in the Performance Task: Write an Argument section of your textbook in myPerspectives Unit 5: Invention, Whole-Class Learning. If you wish to use the Peer Review checklist in your textbook to review the ideas in your essay one final time, you may do so.

Complete the editing and proofreading activities by rereading your entire essay. If you have typed your essay, you may use the spell- and grammar check tools to assist you in editing. Remember that these tools are not foolproof. You must read the suggestions these tools offer you and decide, using your knowledge of English conventions, what to do with each change suggested.

If you are editing your draft by hand, it is often helpful to read your draft aloud or backward. Sometimes, when reading silently to yourself, your brain will correct mistakes, even though the words on the page are incorrect. Go slowly and methodically to catch every mistake.

**TEACHING NOTES**

**EDITING AND PROOFREADING**

As your student edits, remind him or her to identify sentences that could be combined using gerunds and participles. He or she should look for grammar, spelling, and punctuation errors while proofreading his or her work.
USE FOR MASTERY

Once you have edited your draft and it is free of errors, read it one last time. Ensure that it is your best work. When you are certain you have written the best essay possible, upload your essay below.

USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Provide a clear claim and acknowledgement of the counterclaim in your essay?
- Logically order reasons and evidence?
- Provide two relevant pieces of evidence that demonstrate an understanding of the text?
- Use words, phrases, and clauses that create show relationships between ideas?
- Maintain a formal style throughout the paragraphs?
- Provide a concluding statement that supports your claim?
You have completed the writing process and published an academic essay! Reflect on the writing processes you have completed so far in this unit. Which ones were easy? Are there steps of the writing process you find more difficult than others? Is it the writing that is most difficult, or is it keeping your attention on the details? Jot some notes in your ELA Journal and see if you can improve on any difficult areas the next time you write.
## LEARN ABOUT...

### Nikola Tesla

You are going to be reading a nonfiction article about Nikola Tesla. Before you do so, let’s build some background knowledge!

Read [this article](#) about Tesla and his inventions. In the article, note the other inventors with whom Tesla worked, such as Thomas Edison.

After you read, answer these questions about Tesla and his inventions:

1. In what year was Tesla born?

2. **True or false:** Many of Tesla’s inventions and ideas involved electricity.

### TEACHING NOTES

Your student is reading a background article about Nikola Tesla. This will prepare your student for a later portion of the lesson, in which he or she will read more about this inventor. After reading this article, your student will have more background knowledge on Nikola Tesla.
You have been thinking about the idea of invention in this unit and what is more useful in realizing a new invention: inspiration or perspiration. In the last lesson, you engaged in the full writing process to write a formal argument about the fantasy of flight. In this lesson, you will learn about an inventor who created many of the electrical products we use today. However, his legacy fell in the shadow of Thomas Edison. Was this man perhaps the greatest inventor of all?

At the end of the nineteenth century, electricity was a new technology. At this time, very few people had access to electric lighting, and most people used coal, gas, and steam power for energy. Today, electricity has become a common utility because of inventors like Nikola Tesla and Thomas Edison.

As you approach your first read, keep these questions in mind:

- What is this text about? Who is involved?
- What are the most important sections of this article?

Now, read "Nikola Tesla: The Greatest Inventor of All?" in myPerspectives Unit 5: Invention, Small-Group Learning.

VOCABULARY
- engineer
- generators
- current

The article is brief and offers few linguistic challenges for your student. The author does present some content-specific words such as Croatia, current, etc. As always, encourage your student to conduct brief online searches if these words are impeding understanding.

Answers:

1. 1856
2. True
As your student reads, he or she should be noting sections that underscore Tesla's accomplishments and the challenges he faced.

Once you have completed your first read of the article, complete the Comprehension Check in the Making Meaning section of your textbook to check your understanding. Write your answers in your ELA Journal.

### POSSIBLE RESPONSES

1. Tesla could solve complex math problems in his head.
2. Edison did not pay him what he said he would.
3. Tesla Motors makes electric cars, and its first car used Tesla’s design.
4. Summaries will vary but should include the following information: Tesla was born in what is now Croatia; though he was gifted in math, he didn’t finish college but worked as an electrician, designing equipment; in 1884, he started to work for Edison in New York City; their working relationship ended when Edison refused to pay Tesla what he promised; Tesla started his own company and developed an “alternating current,” while Edison used “direct current”; each claimed his system was better; Tesla died forgotten and penniless, but now he is celebrated as a great inventor.

This article contains some domain-specific words. Those are words that relate to a specific academic subject. As you become a more sophisticated reader, you will encounter more of these words as texts teach you about different topics. To practice learning domain-specific words, go to the Language Development section of your textbook. Find the Concept Vocabulary and Word Study activities there. Complete these activities in your ELA Journal.

### CONCEPT VOCABULARY

Why These Words? Possible Response

The words are all related to electrical engineering. Another word that fits this category is electrician.
Now, return to Paragraph 3. What were the differences between Edison’s and Tesla’s approaches to invention? Whose approach, Edison’s or Tesla’s, do you think is better? Why? Write your answers in your ELA Journal with evidence from the text.

**TEACHING NOTES**

**POSSIBLE RESPONSE**

Edison came up with ideas and created models until his idea worked. Tesla used his imagination to see how his ideas would work. Tesla’s method seems more efficient but more difficult to share.

**VOCABULARY**

**USING A DICTIONARY TO CLARIFY WORD MEANING**

Sometimes authors do not give readers enough context to figure out the word. When this happens, it is important to have the skill of using a dictionary to determine meaning.

Watch the video below to review how and when to use a dictionary to help you determine the meaning of an unknown word.

Please go online to view this video ➤

Now reread paragraph 3 in “Nicola Tesla, The Greatest Inventor of All?” and find the word engineer. The author gives little context about the meaning of this word, so it is hard to understand the meaning from the sentence. This would be a good time to use a dictionary to find the definition. An engineer is “someone who applies knowledge to solve technical problems.”

Look at the following words from “Nicola Tesla, The Greatest Inventor of All?” and practice your dictionary skills to determine the meaning.

- generators (paragraph 4)
- current (paragraph 5)
Locate each word in the text. Read the paragraph carefully. Then look up each word in the dictionary and choose the definition that makes the most sense in the story. Write your words and definitions in your ELA Journal. Then add your new words to your word wall and use them in writing and speaking.

**TEACHING NOTES**

Help your student locate each word in the dictionary and understand the definition. If there are multiple definitions, help your student determine which one best fits this text.

- *generators:* machines that produce electricity
- *current:* the flow of electricity. There are two kinds of current: alternating current (flow of electricity that switches sides or directions) and direct current (flow of electricity that moves in only one direction).

If you want to challenge your student, ask him or her to try using each word in a sentence.

In this part, you read an article about Tesla and thought about how readers use domain-specific vocabulary to better understand concepts they are reading. In the next part, you will analyze this article to discover how writers organize biographical writing.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
Verb Mood

Step 1

You have been reading to understand the main points of a biography. You know that verb mood contributes to tone in a text. You can look at individual sentences to determine the mood and think about the tone it conveys.

Read this sentence from “Nikola Tesla: The Greatest Inventor of All?”

When he succeeded, he asked Edison for the reward, but Edison told him he had been joking.

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? How does the verb mood help you as a reader?

**Step 4**

You know that verb mood contributes to tone. You can practice forming and using verbs in different moods to change the tone of how ideas are communicated. Think about the ideas in today’s sentence. Use these ideas to write sentences in the other verb moods.

Consider each of your sentences. How does changing the mood change the meaning and tone?

How does experimenting with verb mood help you be a stronger writer?

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**TEACHING NOTES**

**Step 1**

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

- When he succeeded,
- he asked Edison
- for the reward,
- but Edison told him
- he had been joking.

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 Tesla asked Edison to pay him for the work he did but Edison wouldn't do it.

**Step 2**

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

Your student may make observations such as: The sentence is a compound-complex sentence. It has one dependent clause and two independent clauses. The sentence type and conjunctions in it help me understand two relationships. The dependent clause tells me the time that the events in the sentence happened. The second independent clause shows a contrasting idea. It tells that Edison didn’t do what Tesla expected.

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? What kind of clauses make up the sentence? How does the sentence type signal relationships among ideas in the sentence?

**Step 3**

**Answer:** indicative; it is telling facts

**Possible response:** This is a biography, so it’s appropriate that the author gives facts in a straightforward way. As a reader, the verb mood helps me understand that the author is presenting factual information.

**Step 4**

Your student might write sentences like these:

- If Tesla succeeds, Edison will give him a reward.
- Tesla requested that Edison give him the reward.
- Was Edison really joking when he said he was joking after Tesla asked for the reward?
- Edison, give Tesla the reward for the work he successfully completed.

If your student struggles to write the sentences, display the above sentences for your student and have him or her identify the mood of each (conditional, subjunctive, interrogative, imperative).

**Possible responses:**

- The meaning is different because it tells the conditions under which Edison was supposed to give the reward. The tone is hopeful. Edison hasn’t yet gone back on his promise.
The meaning is similar to the original sentence because it focuses on Tesla requesting the reward. The tone is different because the subjunctive mood makes the ideas feel more formal.

The meaning is different because it calls Edison's actions into question. The tone is different because it directly addresses the reader and makes him or her focus on the reader's own thoughts about what Edison did and what he or she believes.

The meaning is different because it's demanding that Edison give the reward instead of just reporting on what happened. The tone is different because it's forceful.

Possible response: It 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:

When he succeeded, he asked Edison for the reward, but Edison told him he had been joking.

Say, “In this sentence, the author uses the indicative mood to state a fact. This is appropriate for the text, which is a biography. You rewrote the sentence in different moods to think about the effect of verb mood on tone. It's important to choose a verb mood that conveys your intended tone.”

Have your student consider this scenario:

Without permission, your brother keeps taking French fries off your plate at dinner. What do you say to him?

Have your student write two or three sentences in different moods in response to the prompt.

Your student might write sentences like these:

• You keep taking fries off my plate and I don't want you to do that.
• Stop taking fries off my plate!
• If I were you, I would stop doing that!

If your student struggles to write the sentences, display the above sentences and have your student identify the mood of each (indicative, imperative, subjunctive) and then use them as models for his or her own sentences.

Have your student read his or her sentences and consider the tone of each. Discuss which mood makes the most sense and why. Possible response: I think the imperative makes the most sense because I would want to make sure he knows that he needs to stop doing it. That sentence has the most forceful tone and I think it would make him listen.
LEARN ABOUT...

NIKOLA TESLA’S INVENTIONS THAT ARE STILL USED

You are going to be reading about an inventor named Nikola Tesla. Before you do so, let’s build some background knowledge!

Read this article, called “Nikola Tesla’s Inventions That Are Still Used Today,” to help you learn more about some of Tesla’s inventions that we still use. Use the photographs and other images in the article to imagine Tesla’s life and inventions.

After you read, answer these questions about Tesla’s inventions:

1. True or false: Tesla was able to demonstrate wireless power transmission.

2. While he was alive, what destroyed many of Tesla’s documents, plans, and instruments?

TEACHING NOTES

Your student is reading a background article about Tesla’s inventions. This will prepare your student for a later portion of the lesson, in which he or she will read more in-depth about the inventor. Your student may benefit from using the images in the article to imagine Tesla’s life and inventions. After reading this article, your student should know more about Tesla’s inventions that are still in use.

Answers:

1. True
2. A fire

You have completed your first read of “Nikola Tesla: The Greatest Inventor of All?” You know that a first read is intended to help you understand the main points of the text. Next, good readers analyze the text for deeper meanings.

You have studied the structure of multiple pieces of writing. You know that authors can use the structure of their writing to convey meaning. Arguments are structured differently than informational pieces are. Even different types of writing with the same author’s purpose are structured differently. Think about two types of informational writing: a how-to text and a biography. These two texts have drastically different structures meant to help the authors achieve their purpose.
In this part, you will analyze the biographical structure of the article “Nikola Tesla: The Greatest Inventor of All?” Go to the Making Meaning section of your textbook and find the Analyze Craft and Structure activities in myPerspectives Unit 5: Invention, Small-Group Learning. Read the information there about biographical writing, recreate the practice chart in your ELA Journal, and complete the chart. Then, answer the two practice questions.

Answer to the chart will vary. A partially completed chart appears below for possible responses:

<table>
<thead>
<tr>
<th>PARAGRAPH</th>
<th>ORGANIZATION</th>
<th>DEVELOPMENT OF IDEAS</th>
</tr>
</thead>
</table>
| paragraph 1 | chronological organization | • describes Tesla’s early years   
• descriptive details provide information about early signs of Tesla’s genius   |
| paragraph 2 | chronological organization  | • describes events leading Tesla to quit his job with Edison                       |
| paragraph 3 | cause and effect       | • comparing two scientists                                                     |
| paragraph 4 | chronological organization | • comparing two approaches to developing electrical systems                     |
| paragraph 5 | compare and contrast  | • comparing two approaches to developing electrical systems                     |
| paragraph 6 |                        | •                                                                            |
| paragraph 7 |                        | •                                                                            |
| paragraph 8 |                        | •                                                                            |
PRACTICE POSSIBLE RESPONSES

1. The author uses a cause-and-effect strategy to explain the “falling out” between Tesla and Edison. The strategy shows how the cause of the falling out—Tesla working hard to win a money reward that Edison refused to pay—led to the effect—Tesla quitting Edison’s company.
2. In Paragraphs 3 and 5, the author uses a comparison-and-contrast strategy to show key differences between Tesla and Edison—how they worked and, later, how their companies took different paths for the creation of electrical systems.

ANOTHER WAY...

Cause and Effect

If you find it challenging to analyze the structure of the biography, you can stop and think more deeply about the way an author can make connections among events in a person’s life. You know that most biographies are written in chronological order. This structure describes events in the order in which they occur.

An author can also use cause and effect in a biography. Cause and effect is a way to organize and clarify ideas. A cause is an event that leads to another event.

When there are two related events, the cause is the one that happens first. To find the cause, you can ask yourself, “Why did it happen?” The effect is the event that happens second. To find the effect, you can ask yourself, “What happened?” Sometimes an effect becomes the cause for another effect.

Find a recent news story or think about something that happened recently in your life. Identify three related events in the news story or real-life experience. Think about how those events are related. Which ones are causes and which ones are effects?

With these thoughts in mind, go back to the questions and complete the chart about the structure of the text.

TEACHING NOTES

If your student struggles to identify causes and effects in a news story or real-life experience, present a story or experience of your own. Guide your student in identifying three related events. For example, you might say something like, “Our family recently got a dog. Three events that happened were: We saw a picture of the dog we liked online; we went to visit the dog; we brought the dog home with us.”
Have your student identify the cause and effect relationships. For example, your student should recognize the following:

- Seeing the picture of the dog online is the cause for going to visit the dog.
- Going to visit the dog is the effect of seeing the dog online.
- Going to visit the dog is the cause for bringing the dog home.
- Bringing the dog home is the effect of going to visit the dog.

Have your student explain how he or she knows which events are causes and which are effects. Your student should recognize that the order of events gives a clue (i.e., the first event is the cause and the second is the effect). Your student should also recognize that the cause answers the question, “Why did it happen?” and the effect answers the question, “What happened?”

As your student returns to the questions and chart about structure, remind him or her of the questions he or she can ask to identify cause and effect relationships: What happened? Why did it happen?

In addition to carefully considering structure, writers must be masters of the conventions of their language to communicate their ideas. To complete your lesson today, go to the Language Development section of your textbook and complete the Conventions activities in your ELA Journal.

**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 “To Fly,” 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 “Nikola Tesla: The Greatest Inventor of All?”

**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 the text is about and the author’s opinion.
7. Raise or lower your voice for text size, italics, or bold print.
8. Emphasize important vocabulary words.
Go to your e-text for “Nikola Tesla: The Greatest Inventor of All?” Click on the audio under the title to listen to the article being read aloud. Listen to how the reader reads with expression using an explaining voice and reading with phrasing. Notice how the reader uses the rules of reading with expression and phrasing while reading aloud.

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

Now you are going to practice rereading paragraphs 3–5 of “Nikola Tesla: The Greatest Inventor of All?” Read the paragraphs one time through, using the rules of expression and phrasing.

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

- Did you think about what is happening and the author’s opinion?
- Did you change your tone of voice and expression based on this?
- Did you use your explaining voice?
- Did you read in phrases of two or three words, paying attention to the punctuation?

Your Learning Guide will record you reading the text two more times. When you are finished, listen to your 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.

In your student’s e-text, listen to “Nikola Tesla: The Greatest Inventor of All?” The audio is located just under the title of the text. Listen from 0:58 – 1:41.

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 3–5 of “Nikola Tesla: The Greatest Inventor of All?” one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression using an explaining voice. Praise your student if he or she read in phrases. Help your student answer the questions.

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

After your student finishes reading two more times, play the recording back to him or her. Discuss how each time your student reread the text, the reading sounded more and more expressive. Discuss whether your student continued to read with phrasing in a way that supported the meaning of the words together. Look over the rubric and discuss how your student did.
Now you are going to practice rereading paragraphs 3–5 of "Nikola Tesla: The Greatest Inventor of All?" Read the paragraphs one time through, using the rules of expression and phrasing. After reading the text, talk with your Learning Guide about any words that were tricky for you while reading. Also think about your expression and phrasing on the page.

Did you think about what is happening and the author's opinion? Did you change your tone of voice and expression based on this? Did you use your explaining voice? Did you read in phrases of two or three words, paying attention to the punctuation? Your Learning Guide will record you reading the text two more times. When you are finished, listen to your 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.

In your student's e-text, listen to "Nikola Tesla: The Greatest Inventor of All?" The audio is located just under the title of the text. Listen from 0:58 – 1:41.

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Now have your student read paragraphs 3–5 of "Nikola Tesla: The Greatest Inventor of All?" one time through. Discuss any mistakes with your student. Praise your student if he or she self-corrected a mistake. Praise your student and point out when he or she read with expression using an explaining voice. Praise your student if he or she read in phrases. Help your student answer the questions.

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

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

If your student is continuing to make mistakes on words, 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 play the e-text audio again, pausing at intervals and having your student read paragraph-by-paragraph.

In this part, you thought about structure and conventions, as well as elements of writing that are essential for writers to convey meaning. In the next part, you will read a new article that you will compare to "Nikola Tesla: The Greatest Inventor of All?"

☐ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Tesla’s Legacy - Part 3

Objectives

- To analyze elements of biographical writing and figurative language
- To compose an informative/explanatory essay about how authors reveal character
- To write an analysis of word choice

Books & Materials

- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez
- from The Invention of Everything Else by Samantha Hunt

Assignments

- Complete a first read of "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez.
- Analyze the elements of biographical writing in the article.
- Complete a first read of The Invention of Everything Else by Samantha Hunt.
- Analyze figurative language and details that reveal character.
- Prewrite a comparison-and-contrast essay.
- Complete the interactive activity: Essay Map.
- Complete drafting, revising, editing, and publishing of a comparison-and-contrast essay.
- Write an analysis of word choice in both texts.

LEARN

LEARN ABOUT...

You are going to be reading about Nikola Tesla and his ideas and inventions. Before you do, read 6 Brilliant Tesla Inventions That Never Got Built to help you learn more about the inventor's ideas.

After you read, answer these questions about Tesla’s ideas:

1. True or false: A test of Tesla’s earthquake machine showed that the machine did not work.

2. True or false: Tesla’s artificial tidal waves were successfully sold in the United States and Canada.

TEACHING NOTES

Your student is reading a background article about Tesla’s ideas. This will prepare your student for a later portion of the lesson, in which he or she will read more in-depth about the inventor. After reading this article, your student should know more about Tesla’s ideas.

Answers:

1. False
2. False
In the earlier parts of this lesson, you read a biographical article about Nikola Tesla. Often, historical figures become the subjects of narrative writing. In this part, you will complete a first read of an excerpt, or section, of *The Invention of Everything Else*.

In her novel, Samantha Hunt imagines the last days in the life of Nikola Tesla from the perspective of the famous inventor. This excerpt refers to Guglielmo Marconi, an inventor who sent the first wireless signal across an ocean and received a Nobel Prize for his work in 1911. However, he did so by using many key inventions that were initially developed by Nikola Tesla.

Remember that the approach to a fiction first read is different than for nonfiction. As you read, keep these questions in mind:

- Who is the story about? What happens? When and where does it happen?
- What are the most important sections of the passage?

Now, read the excerpt from *The Invention of Everything Else* in *myPerspectives* Unit 5: Invention, Small-Group Learning.

---

**TEACHING NOTES**

Remind your student that this is the author’s imagining of Tesla’s final days. While the author used historical events to inform her writing, narrative writers often use this technique of imagining the full breadth of the life and thoughts of their subjects.

The story is told in first-person, from Tesla’s point of view. Remind your student that authors use this point of view to draw the reader closer to the subject. This also makes Tesla’s inner monologue more interesting and personal. Encourage your student to use the footnotes to grasp difficult vocabulary. After reading the definition, your student should reread the sentence in which it was included.

---

Once you have completed your first read, answer the **Comprehension Check** questions from the **Making Meaning** section of your textbook in your ELA Journal.
In the earlier parts of this lesson, you read a biographical article about Nikola Tesla. Often, historical figures become the subjects of narrative writing. In this part, you will complete a first read of an excerpt, or section, of *The Invention of Everything Else*. In her novel, Samantha Hunt imagines the last days in the life of Nikola Tesla from the perspective of the famous inventor. This excerpt refers to Guglielmo Marconi, an inventor who sent the first wireless signal across an ocean and received a Nobel Prize for his work in 1911. However, he did so by using many key inventions that were initially developed by Nikola Tesla.

Remember that the approach to a fiction first read is different than for nonfiction. As you read, keep these questions in mind:

- Who is the story about? What happens? When and where does it happen?
- What are the most important sections of the passage?

Now, read the excerpt from *The Invention of Everything Else* in myPerspectives Unit 5: Invention, Small-Group Learning. Remind your student that this is the author's imagining of Tesla's final days. While the author used historical events to inform her writing, narrative writers often use this technique of imagining the full breadth of the life and thoughts of their subjects.

The story is told in first-person, from Tesla's point of view. Remind your student that authors use this point of view to draw the reader closer to the subject. This also makes Tesla's inner monologue more interesting and personal. Encourage your student to use the footnotes to grasp difficult vocabulary. After reading the definition, your student should reread the sentence in which it was included.

Once you have completed your first read, answer the Comprehension Check questions from the Making Meaning section of your textbook in your ELA Journal.

You learned at the beginning of this lesson that vocabulary is a powerful way to increase your skill as a reader. Go to the Language Development section of your textbook and find the Concept Vocabulary and Word Study activities. Complete these in your ELA Journal now.

CONCEPT VOCABULARY

**Why These Words? Possible Response:**
The concept vocabulary words relate to the reasons people invent and the results of their inventions. Two other words that fit the category are *scheming* and *frustration*.

**Practice:**
Responses will vary.

**Word Study Possible Responses:**
*shortages* (**deficiencies** has a more negative connotation); *success* (**triumph** has a slightly more positive connotation); *changed* (**revolutionized** has a stronger, more positive connotation)

In this part, you completed a fiction first read to examine how an author imagines a narrative about a historical figure. You also grew your vocabulary and word-solving skills. In the next part, you will begin to analyze how Hunt crafted the Tesla of her story.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
# Tesla’s Legacy - Part 4

## Objectives
- To analyze elements of biographical writing and figurative language
- To compose an informative/explanatory essay about how authors reveal character
- To write an analysis of word choice

## Books & Materials
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez
- from The Invention of Everything Else by Samantha Hunt

## Assignments
- Complete a first read of "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez.
- Analyze the elements of biographical writing in the article.
- Complete a first read of The Invention of Everything Else by Samantha Hunt.
- Analyze figurative language and details that reveal character.
- Prewrite a comparison-and-contrast essay.
- Complete the interactive activity: Essay Map.
- Complete drafting, revising, editing, and publishing of a comparison-and-contrast essay.
- Write an analysis of word choice in both texts.

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## LEARN

You have completed your first read of *The Invention of Everything Else* in *myPerspectives* Unit 5: Invention, Small-Group Learning. In this part, you will use close reading to analyze how the author creates her story and her representation of Tesla.

To begin, return to Paragraph 8. Reread this paragraph and, in your ELA Journal, jot details that describe what is happening in the scene. What do these details tell you about Tesla? Why are these details important to the story?

---

## TEACHING NOTES

By noting Tesla's nagging thoughts, his fixation on his anger at Marconi's theft, the author is suggesting the reason for Tesla's current condition, both financial and emotional. There are two conflicts here. The first is man versus man, as Marconi's "theft" of Tesla's invention suggests an ongoing struggle between the two men. The second and greater conflict is that of man versus himself. Tesla cannot let go of his anger, and the fact that he brings up the conflict with Marconi when he is feeling low or lonely suggests that it represents his failures and disappointments.

---

Now, reread Paragraphs 14–16. In your ELA Journal, jot details that reveal something about Tesla's personality. What do these details help you infer? Why did the author include these details?
Authors have multiple tools at their disposal to emphasize ideas or meaning in their texts. Whatever point an author is emphasizing, you, as a reader, should be tuned in to techniques authors are using to communicate. In *The Invention of Everything Else*, the author has used repetition to emphasize Tesla's feelings that he has been robbed. Read this blog post to learn more about other ways authors can show emphasis.

Now go to the **Making Meaning** section of your textbook and complete the **Analyze the Text** activities in your ELA Journal. Make sure you include text evidence to support your answers. You may wish to discuss your answers with your Learning Guide before you write.

Possible responses:

1. Tesla’s first invention was an engine powered by bugs. The anecdote reveals that the invention is, in part, inspiration, as Tesla came up with the idea when he was kept awake by the noise of June bugs.
2. Responses will vary.
3. Responses will vary. Your student should provide evidence to support his or her answer.
Now, you are going to analyze an author’s technique that deepens meaning – figurative language. Go to the Making Meaning section of your textbook and find the Analyze Craft and Structure activities. Read the information about figurative language there. Then, recreate the chart in your ELA Journal and find examples from the text.

### POSSIBLE RESPONSES

<table>
<thead>
<tr>
<th>TYPE OF FIGURATIVE LANGUAGE</th>
<th>EXAMPLE FROM THE TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>personification</td>
<td>One new arrival hobbles on a foot that has been twisted into an angry knuckle, a pink stump.  (paragraph 13)</td>
</tr>
<tr>
<td>simile</td>
<td>Like a gasp for air, I pin my back into the cold stone of the window’s casing.  (paragraph 12)</td>
</tr>
<tr>
<td>metaphor</td>
<td>... while the candles’ glow crept up the orange bark ... the stretched fingers of pine needles as they shifted and grew in the wind.  (paragraph 21)</td>
</tr>
</tbody>
</table>

### ANOTHER WAY...

**Figurative Language**

If you find it challenging to analyze figurative language in the novel excerpt, you can practice coming up with new examples of figurative language.

Think of an animal, place, or thing you know very well. Describe your selection in three different ways:

- With a simile
- With a metaphor
- With personification

Then explain to your Learning Guide how you knew how to craft each one. How is your simile a simile? How is your metaphor a metaphor? How is your personification an example of personification?

Writing your own figurative language will help you recognize and understand it when you read.
Now, you are going to analyze an author's technique that deepens meaning – figurative language. Go to the Making Meaning section of your textbook and find the Analyze Craft and Structure activities. Read the information about figurative language there. Then, recreate the chart in your ELA Journal and find examples from the text.

Your student might choose his or her pet cat and write:

- Simile: My cat’s purr is like a little motor, always running.
- Metaphor: My cat Bingo’s claws are little knives.
- Personification: Bingo sat politely and asked for a treat.

Your student should be able to explain:

- The simile is a simile because it makes a comparison using like.
- The metaphor is a metaphor because it makes a comparison as if the claws are actually knives.
- The personification is personification because it gives Bingo the human characteristics of being polite and asking for something.

If your student struggles to write the examples, display the sample responses without the labels and have your student identify which is which. Then have your student explain how he or she recognized each type of figurative language.

In this part, you used close reading to analyze how Hunt used details and figurative language to reveal her character of Tesla. In the next part, you will begin the writing process to compare “Nikola Tesla: The Greatest Inventor of All?” and the excerpt of The Invention of Everything Else.
You have read two texts about Nikola Tesla – one biographical and one narrative. You are going to write a compare-and-contrast essay in which you analyze the ways that each text reveals an aspect of Tesla’s life and personality. Recall the five steps of the writing process:

- Prewriting
- Drafting
- Revising
- Editing
- Publishing

In this part, you will complete your prewriting. To do this, go to the Effective Expression section of your textbook in myPerspectives Unit 5: Invention, Small-Group Learning. Read the information in Writing to Compare, then recreate the chart in your ELA Journal to complete it. As you are completing your chart, be sure to note text evidence to support your answers. You will use this
text evidence in your essay. For each box of the chart, try to find multiple answers and evidence to support each. This will help you find best evidence when you begin to write.

Review your work from this part. Think about the evidence you selected to support your thinking. Have you found the best evidence to support your thinking? If you need help evaluating your evidence, return to the More to Explore activities of previous lessons in this unit. Use them to think critically about your evidence selection.

In this part, you completed prewriting for your compare-and-contrast essay. Prewriting is the step in the writing process in which you gather most of your evidence. This helps you formulate your arguments. In the next part, you will continue to the drafting step of the process.

**ANOTHER WAY…**

**Comparing and Contrasting Different Works About Tesla**

You have been asked to compare and contrast two different texts (a narrative and a biography) about Nikola Tesla. You will write a compare-and-contrast essay analyzing the ways in which each text reveals an aspect of Tesla's life and personality.

To help you compare the two texts, you can use a Venn Diagram.
On the left-hand side, write "Nonfiction Biography 'Nikola Tesla: The Greatest Inventor of All?'" as the subject. On the right-hand side, write “Fiction excerpt ‘The Invention of Everything Else’” as the subject.

On the lines under each subject, you will list details that are unique to each subject (details that the two texts do NOT share in common). Focus on how the text teaches you about Tesla and the different ways in which the text accomplishes this.

On the lines in the middle, where the circles overlap, you will list similarities (what ideas the two texts DO share in common).

Use this Venn diagram to compare differences and similarities between the two texts, to help you write about this topic later in the lesson.

TEACHING NOTES

Your student has been asked to complete a Venn Diagram in order to compare the differences and similarities between two different texts about Nikola Tesla. Specifically, your student should look at how each text teaches readers about Tesla and the similar/different ways in which each text accomplishes this.

Completing the Venn diagram will help your student think through the differences and similarities in the texts as he or she writes about this later in the lesson.

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

Left Side: Nonfiction Biography “Nikola Tesla: The Greatest Inventor of All?”

1. Describes his whole life.
2. Tells that people forgot about him.

Right Side: Fiction excerpt “The Invention of Everything Else”

1. Only shows near the end of his life in a fictional way.
2. Demonstrates how people forgot about Tesla and how Marconi stole many of his ideas, which he was bitter about.

Middle (similarities):

1. Both demonstrate how intelligent and creative Tesla was.
2. Both display Tesla in a positive manner.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you completed your prewriting for your essay. In this part, you will write your first draft. In the next part, you will complete your revisions. To begin, go to the Effective Expression section in The Invention of Everything Else in myPerspectives Unit 5: Invention, Small-Group Learning and find the Drafting activities. Complete these in your ELA Journal, and then begin to draft. You may choose to type your draft or write it by hand. If you choose to type your draft, you can use the tools in the word processor during your editing step. Find the activities in your textbook and begin your drafting now.

**INTERACTIVE ACTIVITY**

You know that the structure of your essay is just as important as your reasons and evidence. There are many structures you may choose for a compare-and-contrast essay. To think about organization, you can use this Compare & Contrast Map to get some ideas for organizing your essay. Experiment with picking all three ways to organize your essay. You can use these organizational structures in other compare-and-contrast essays as well!
In the last part, you completed your prewriting for your essay. In this part, you will write your first draft. In the next part, you will complete your revisions. To begin, go to the Effective Expression section in The Invention of Everything Else in myPerspectives Unit 5: Invention, Small-Group Learning and find the Drafting activities. Complete these in your ELA Journal, and then begin to draft. You may choose to type your draft or write it by hand. If you choose to type your draft, you can use the tools in the word processor during your editing step. Find the activities in your textbook and begin your drafting now.

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Objectives
To analyze elements of biographical writing and figurative language
To compose an informative/explanatory essay about how authors reveal character
To write an analysis of word choice

Books & Materials
MyPerspectives textbook
ELA Journal
Reading Log
Evidence Journal
Computer
"Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez from The Invention of Everything Else by Samantha Hunt

Assignments
Complete a first read of "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez. Analyze the elements of biographical writing in the article.
Complete a first read of The Invention of Everything Else by Samantha Hunt. Analyze figurative language and details that reveal character.
Prewrite a comparison-and-contrast essay.
Complete the interactive activity: Essay Map.
Complete drafting, revising, editing, and publishing of a comparison-and-contrast essay.
Write an analysis of word choice in both texts.

INTERACTIVE ACTIVITY

TEACHING NOTES

Your student may wish to use the sentence starter for his or her thesis to help him or her compare the two texts. He or she may, however, choose a different structure for the thesis. Review the prompt with your student. Remind him or her that the purpose of this essay is to analyze, not to argue which text is more effective at revealing the character of Tesla. Your student’s essay will ultimately discuss techniques each author uses to reveal Tesla’s character.

Your student has studied the structure of writing in many lessons of this unit. Discuss with your student how he or she might want to organize this essay. Options include:

- Block organization: Show how each text reveals the character separately.
- Point-by-point organization: Identify one aspect of Tesla's character and then give an example from each text about how that aspect is revealed.
- Comparing writing techniques: Compare and contrast the writing techniques used in each text.

By discussing the flexibility of structure with your student, you are preparing him or her for complex writing tasks later in life.

By the end of this part, your student should have completed his or her first draft.

In this part, you completed the drafting step of the writing process. In the next part, you will revise your first draft.

RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Tesla’s Legacy - Part 6

**Objectives**
- To analyze elements of biographical writing and figurative language
- To compose an informative/explanatory essay about how authors reveal character
- To write an analysis of word choice

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez
- from The Invention of Everything Else by Samantha Hunt

**Assignments**
- Complete a first read of "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez.
- Analyze the elements of biographical writing in the article.
- Complete a first read of The Invention of Everything Else by Samantha Hunt.
- Analyze figurative language and details that reveal character.
- Prewrite a comparison-and-contrast essay.
- Complete the interactive activity: Essay Map.
- Complete drafting, revising, editing, and publishing of a comparison-and-contrast essay.
- Write an analysis of word choice in both texts.

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**LEARN**

You have drafted your compare-and-contrast essay. In this part, you are going to revise, edit, and publish your essay. Remember that revising is about ideas and editing is about conventions. In the Effective Expression section in The Invention of Everything Else in myPerspectives Unit 5: Invention, Small-Group Learning, there are Review, Revise, and Edit activities. Complete these activities with your essay now.

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**TEACHING NOTES**

As your student revises his or her draft, encourage him or her to review the style of his or her essay. This includes reviewing for formal academic language and word choice. Your student should write in the third person and use academic language whenever possible.

Your student should also ensure their organization is logical and consistent. Each paragraph should contain related information that your student uses, as well as words, phrases, and clauses to connect ideas.

As a final step, your student should check for grammar, usage, and mechanics. If your student has used a word processing program to write his or her essay, he or she may use the tools of that program to edit the essay.
You have completed the prewriting, drafting, revising, and editing steps of your essay. Now it is time to publish your essay. For this piece, share your essay with your Learning Guide. Describe how your essay is organized and which evidence you found most compelling. Talk to your Learning Guide about your process for choosing that organization and evidence. What did you find challenging about the writing process this time? Which steps of the writing process were easier for you in this essay than in the last?

Encourage your student to really think about the ideas he or she had and the processes he or she used to arrive at decisions about his or her writing. By solidifying his or her thinking, your student will be able to make similar decisions in the future with greater ease.

Share your essay with your group. Read some essays authored by other students. What kind of organization did these students use in their essays? What evidence did they select? See if you can find relevant evidence for your thoughts in the essays of others. Would you still say your essay has the best evidence?

After you have explored the writing of fellow students, leave some positive feedback for others about their organization and evidence.

You have completed the writing process, reflected on your writing, and evaluated the writing of others. In the next part, you will take one final look at these texts to examine the author’s attitudes toward Tesla.

Please go online to view and submit this assessment.
Tesla’s Legacy - Part 8

Objectives

- To analyze elements of biographical writing and figurative language
- To compose an informative/explanatory essay about how authors reveal character
- To write an analysis of word choice

Books & Materials

- MyPerspectives textbook
- ELA Journal
- Reading Log
- Evidence Journal
- Computer
- "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez
- from The Invention of Everything Else by Samantha Hunt

Assignments

- Complete a first read of "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez.
- Analyze the elements of biographical writing in the article.
- Complete a first read of The Invention of Everything Else by Samantha Hunt.
- Analyze figurative language and details that reveal character.
- Prewrite a comparison-and-contrast essay.
- Complete the interactive activity: Essay Map.
- Complete drafting, revising, editing, and publishing of a comparison-and-contrast essay.
- Write an analysis of word choice in both texts.

USE

You analyzed how the authors used biographical and figurative language components in their writing. Tesla is often regarded as a forgotten historical figure, overshadowed by Edison. Is this the view held by the authors of "Nikola Tesla: The Greatest Inventor of All?" and The Invention of Everything Else?, each in myPerspectives Unit 5: Invention, Small-Group Learning.

USE FOR MASTERY

Authors choose words carefully. Write 1–2 paragraphs in which you analyze how the authors use word choice to convey their thoughts about Tesla. Include examples of figurative language as well as key words throughout both texts.

Upload your answer below.

B I U | 0 / 10000 Word Limit
USE FOR MASTERY GUIDELINES & RUBRIC

Did you:

- Write 1–2 paragraphs in which you analyze how the authors use word choice to convey their thoughts about Tesla?
- Provide a clear claim that states the authors' belief in Tesla's place in history?
- Provide four examples of word choice from the text that support this claim?
- Provide an analysis of each of the four examples provided to clearly support the claim?
- Use cohesive language to relate ideas?
- Maintain a formal writing style?
- Provide a concluding statement that supports your claim?
20,000 Leagues Under the Sea - Part 1

Objectives
- To analyze how an author reveals aspects of character through details in a text
- To analyze how theme is developed with respect to characters throughout a text
- To analyze how the point of view of the narrator creates effects in the reading of a text
- To analyze the impact of allusions on a text

Books & Materials
- MyPerspectives textbook
- ELA Journal
- Evidence Journal
- Reading Log
- Computer
- 20,000 Leagues Under the Sea by Jules Verne

Assignments
- Read 20,000 Leagues Under the Sea by Jules Verne.
- Complete guided questions for each chapter section.
- Complete interactive activity: Captain Nemo.
- Complete interactive activity: Comparing Text to Film.
- Complete interactive activity: Allusions.
- Compose a brief essay on allusion and theme.

LEARN

LEARN ABOUT...

Jules Verne

You are going to be reading a novel, 20,000 Leagues Under the Sea, by Jules Verne. Before you do so, let’s build some background knowledge!

Read this article, called “Jules Verne Facts for Kids,” to help you learn more about the author. In the article, use the pictures provided to imagine Jules Verne and his life.

After you read, answer these questions about Jules Verne:

1. True or false: Jules Verne only became a writer because his father forced him to do so.

2. What has Jules Verne sometimes been called?

TEACHING NOTES

Your student will be reading a background article about Jules Verne. This will prepare your student for a later portion of the lesson, in which he or she will read a novel by this author. After reading this article, your student should know more about Jules Verne.

Answers:

1. False

2. The father of science fiction
Your student will be reading a background article about submarines. This will prepare your student for a later portion of the lesson, in which he or she will read a novel involving these underwater vessels. After reading this article, your student should know more about submarines.

Answers:

1. True
2. Ballasts

You have been reading texts about invention and thinking about the following question: How are inventions realized? In this final lesson, you will read a classic work about invention: 20,000 Leagues Under the Sea. Although in our modern world, the idea of a powerful ship that travels under the surface of the water is a reality, the idea of a modern submarine seemed impossible in the time of the author, Jules Verne.

Imagine the idea of writing about an invention decades before such a thing actually existed! When 20,000 Leagues Under the Sea was written, the idea of the Nautilus, Captain Nemo's submarine and the setting or the book, seemed impossible. In fact, it was about 85 years after the book was written that the first nuclear-powered submarine was sailed. The name of this submarine was even Nautilus.

In this part, you will be given a set of chapters to read and complete activities over two class sessions. For example, you will read Chapters I–VII (1–7) of Part 1 of 20,000 Leagues Under the Sea over two sessions of this lesson. In that same time, you will complete the activities associated with these chapters. Pace yourself and think of strategies that will help you be successful.

You may choose to complete all of your reading in one class session and the activities in the next. You might choose to do part of the reading and part of the activities in each class session. You might read the entire selection in the first class session, then reread difficult passages in the second. The choice is up to you but think about how you will be most successful.
TEACHING NOTES

Discuss with your student how he or she might best accomplish the work of this lesson. If your student struggles maintaining stamina as a reader, he or she might want to break up the reading. Some strategies might be to do half of the reading in the first class session and the remainder in the second. Your student might also review the post-reading questions and stop to answer each question as he or she reads the answers. Before beginning, make a plan with your student. Discuss with him or her that such study plans will be helpful as your student becomes a more independent learner. Review the effectiveness of the plan as your student moves through this lesson. If the plan is not working for him or her, revise the plan.

EVIDENCE JOURNAL

As you read *20,000 Leagues Under the Sea*, you will keep an evidence journal recording evidence and thinking about two items:

- Allusions: these are references to other well-known stories, works of literature, or characters to give deeper meaning to the author's work. For example, in the Greek myth of Icarus, Icarus and his father attempt to escape a tower by building wings made of wax. They do indeed escape, but Icarus is so excited by his flight that he flies too close to the sun, his wings melt, and he falls into the ocean and dies. Therefore, an author might refer to a character who is harmed because of a lack of self-control or causes self-destruction in a positive situation as an "Icarus." By making this reference, the author adds deep meaning to the character.

As you read *20,000 Leagues Under the Sea*, note any allusions you find in your ELA Journal. Note the page number, how it is used in the text, and why this allusion adds meaning to the text.

- How the narrator's point of view shapes your ideas as the reader: the story is told from the point of view of Professor Aronnax, a character in the story. This is a first-person point of view. As you know, this point of view limits what the narrator knows and can create effects between the text and the reader.

As you read, note where effects such as suspense and humor are created because Verne chose to use Aronnax's first-person point of view. Note the page number, what effect is created, and how.

TEACHING NOTES

As your student reads, there are a number of allusions he or she will encounter. A detailed list of these allusions can be found [here](#).

Several of the effects of the first-person narrator, such as dramatic irony, will be pointed to in the after-reading activities in the lesson.
Today, you will begin reading Part 1 of 20,000 Leagues Under the Sea. Create a section in your ELA Journal for your Evidence Journal, or create an online notebook using a platform such as www.evernote.com. Set this up before you begin your reading. Remember that you have two class sessions to complete the reading and activities.

Now, begin reading 20,000 Leagues Under the Sea, Part 1, Chapters I–VII.

After you finish reading, answer the following questions:

1. From which point of view is this story told? Who is the narrator?
2. How does Professor Aronnax learn that the “sea monster” is actually a machine?
3. Describe the relationship between Conseil and Professor Aronnax.
4. In a paragraph, explain how the author begins building suspense, even in these early chapters. How does he make you curious and uncertain about what will happen next?

TEACHING NOTES

1. First-person point of view; Professor Aronnax of the Paris Museum of Natural History
2. He is thrown upon it and discovers it is made of metal, with rivets and rings that are clearly man-made.
3. Conseil is Aronnax’s long-time assistant and is willing to do anything to help his master, including dying for him and saving him. His behavior shows that he considers himself of less importance than his master.
4. Verne builds suspense by beginning the novel with a mystery—what is the sea creature? He then places his characters in a dangerous situation and uses good pacing, ending chapters with “cliffhangers,” uncertain outcomes that require readers to continue on to the next chapter to find out what happens next.

COMPREHENSION

VISUALIZE

Good readers visualize while they read. You can do this by looking for vivid descriptions and sensory details to help create images in your mind.

Reread the following excerpt from 20,000 Leagues Under the Sea, when the characters first encounter the mysterious ocean object:

At this cry the entire crew rushed towards the harpooner—captain, officers, masters, sailors, and cabin-boys; even the engineers left their engines, and the stokers their furnaces. The frigate was now moving only by her own momentum, for the engines had been stopped. My heart beat violently. I was sure the harpooner’s eyes had not deceived him. Soon we could all see, about two cables’ length away, a strange and luminous object, lying some fathoms below the surface, just as described in many of the reports.
What pictures do you see in your mind while reading this excerpt? Which words provide vivid sensory details?

Good readers notice descriptive words in a text and create “movies” in their minds, inspired by the words in the text. Practice visualizing this excerpt from *20,000 Leagues Under the Sea* by drawing a picture of what you visualized in your ELA Journal. You may also write out a description of your visualization.

Your student should visualize the crew leaving their positions because of the excitement of the situation. Your student might visualize the mental state of the main character and his violently beating heart. Your student might also use the word luminous to understand the light that is coming from the object, even though the object is deep below the ocean’s surface.

To help your student discuss the visualizations created by the words in the text, provide him or her with the following sentence frames:

- As I read, I thought about...
- I picture in my mind...
- The word _________ makes me picture...
- This picture in my mind helps me understand...

Your student may say that the visualizations inspired by the excerpt help readers understand the excitement of finding the mysterious object.

In this part, you began your first section of *20,000 Leagues Under the Sea*. In the next part, you will continue the activities for this section.

Please go online to view and submit this assessment.
### 20,000 Leagues Under the Sea - Part 2

#### Objectives
- To analyze how an author reveals aspects of character through details in a text
- To analyze how theme is developed with respect to characters throughout a text
- To analyze the point of view of the narrator creates effects in the reading of a text
- To analyze the impact of allusions on a text

#### Books & Materials
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- Computer
- 20,000 Leagues Under the Sea by Jules Verne

#### Assignments
- Read 20,000 Leagues Under the Sea by Jules Verne.
- Complete guided questions for each chapter section.
- Complete interactive activity: Captain Nemo.
- Complete interactive activity: Comparing Text to Film.
- Complete interactive activity: Allusions.
- Compose a brief essay on allusion and theme.

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### GRAMMAR

#### FUNCTION OF VERBALS: PARTICIPLES

**Step 1**

You have been reading to understand characters and events in a novel. You can analyze a sentence to understand how an author uses individual words to add meaning. An author can use verb forms called verbals as other parts of speech in a sentence. One of these verbals is the participle.

Read this sentence from *20,000 Leagues Under the Sea*.

Consequently, this extraordinary cetacean could transfer itself from one locality to another with startling swiftness, since within an interval of just three days, the Governor Higginson and the Christopher Columbus had observed it at two positions on the charts separated by a distance of more than 700 nautical leagues.

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 verbals as different parts of speech. You can think about how this adds meaning to a sentence.
You have learned about participles. You know that there are past participles and present participles. Identify the chunks with participles and identify whether they are past or present. How do you know?

You know that participles can have various functions. They can be used in multipart verbs like the perfect and progressive tenses. They can be used as adjectives. What are the functions of the three participles in this sentence?

When you read a particularly long and complicated sentence like this one, thinking about the functions of individual words can help you grasp the sentence's meaning. How does knowing the functions of these participles help you understand the meaning of the sentence? Be specific about each.

**Step 4**

The author used participles to communicate an action and to describe nouns in the sentence. You know that a participle can function as part of a multipart verb in the perfect and progressive tenses. The perfect tenses describe completed actions. In this sentence, the author uses the participle observed as part of a past perfect verb. The past perfect tense is formed by combining the past tense of to have (had) with the past participle form of the main verb.

The present and future perfect tenses are formed in similar ways. The present perfect tense is formed with the present tense of to have plus a past participle. The future perfect tense is formed with the word will plus have plus a past participle.

You know that in this sentence the author used a past participle in a past perfect verb to show that an action was completed in the past. Can you use the same participle in the present and future perfect tenses? Substitute those verbs into the sentence. How do they change the meaning?

Why is it important to think about how past participles function as parts of multipart verbs?

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 present participle. If the verbal is acting as a noun, that means it's a gerund.

You can use the present participle to form multipart verbs in the progressive tenses. Think of a present participle. Write three sentences using the present participle in present, past, and future progressive tense verbs. Remember, the progressive tense describes an ongoing action.

Look at your sentences. Think about how they show different meanings. How does knowing the function of participles help you make your writing stronger?
You have learned about participles. You know that there are past participles and present participles. Identify the chunks with participles and identify whether they are past or present. How do you know?

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Look at your sentences. Think about how they show different meanings. How does knowing the function of participles help you make your writing stronger?
Consequently, this extraordinary cetacean could transfer itself from one locality to another with startling swiftness, since within an interval of just three days, the Governor Higginson and the Christopher Columbus had observed it at two positions on the charts separated by a distance of more than 700 nautical leagues.

**Step 3**

Your student should identify these chunks:

- with startling swiftness, (present)
- had observed it (past)
- separated by a distance (past)

**Answer:** The present participle ends in -ing and the past participles end in -ed.

**Answers:**

- adjective
- as part of a past perfect verb
- adjective

**Possible response:** Knowing the functions helps me understand which words describe actions and which ones give more information about nouns. The participle startling helps me understand that the swiftness is not expected. The participle observed is part of a past perfect verb that shows that an action was completed in the past. The participle separated helps me understand more about the positions on the charts. It helps me understand just how far apart they are.

**Step 4**

**Answers:**

- has observed
- will have observed

**Possible response:** They change the meaning because they indicate that the action is completed at different times. The present perfect shows that the observing was completed in the present. The future perfect shows that the observing is going to be completed in the future.

**Possible response:** It can help me figure out when an action happened.

**Extension**

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

Consequently, this extraordinary cetacean could transfer itself from one locality to another with startling swiftness, since within an interval of just three days, the Governor Higginson and the Christopher Columbus had observed it at two positions on the charts separated by a distance of more than 700 nautical leagues.

Then say, "In this sentence, the author uses past participles in two ways. The author uses the past participle observed as part of a past perfect verb. The author uses the past participle separated as an adjective modifying positions. The author also uses a present participle, startling, as an adjective."

Ask, "What if you wanted to show that the observation has not been completed and is an ongoing action? How would you change the participle and verb?" Answer: Change it to a present participle and change had to a form of to be.

Have your student rewrite the past perfect verb as a past progressive verb. Answer: were observing

Have your student substitute this verb into the sentence. Ask, "How does this change the meaning of the sentence?" Answer: It shows an ongoing action instead of one that has been completed.

Ask, "Why is understanding the difference between past and present participles important when you read?" Possible response: They can give clues about when an action happened and whether the action is completed or ongoing.

In the last part, you began reading Chapters I–VII of 20,000 Leagues Under the Sea. In this part, you will finish this reading and the activities that go with it. Notice that the final reading question asks you to consider how Verne begins building suspense, even in these chapters.

To begin, watch this video (04:35). Think about how point of view could impact suspense. How does point of view influence what you know and do not know as a reader? Review the definition of dramatic irony. This can be another impact of a first-person point of view. Be on the lookout for these techniques as you finish reading chapters I–VII of Part 1 today.

Please go online to view this video ▶

As a reminder, here are the written activities for these chapters:

1. From which point of view is this story told? Who is the narrator?
2. How does Professor Aronnax learn that the "sea monster" is actually a machine?
3. Describe the relationship between Conseil and Professor Aronnax.
4. In a paragraph, explain how the author begins building suspense, even in these early chapters. How does he make you curious and uncertain about what will happen next?
TEACHING NOTES

1. First-person point of view; Professor Aronnax of the Paris Museum of Natural History
2. He is thrown upon it and discovers it is made of metal, with rivets and rings that are clearly man-made.
3. Conseil is Aronnax’s long-time assistant and is willing to do anything to help his master, including dying for him and saving him. His behavior shows that he considers himself of less importance than his master.
4. Verne builds suspense by beginning the novel with a mystery—what is the sea creature? He then places his characters in a dangerous situation and uses good pacing, ending chapters with “cliffhangers,” uncertain outcomes that require readers to continue on to the next chapter to find out what happens next.

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.

You will notice that the language in 20,000 Leagues Under the Sea is different and more complicated than many contemporary texts. You can slow your pace as a strategy to make meaning out of this complicated text. You might find yourself reading this text more slowly than most others. That is a good strategy if it is helping you make meaning.

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 a part of 20,000 Leagues Under the Sea at the correct pace.

Listen to the first minute of the video below to hear a person reading Chapter I of 20,000 Leagues Under the Sea 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 I of *20,000 Leagues Under the Sea* 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 [this video](#) to hear a person reading the first minute of Chapter I in *20,000 Leagues Under the Sea*. 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 I of *20,000 Leagues Under the Sea* 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.

### VOCABULARY

**WORD-SOLVING STRATEGIES**

You are reading *20,000 Leagues Under the Sea*. It was written by Jules Verne in 1870. Often, texts written years ago can be difficult to read because vocabulary changes over time. Words that were
Great readers remember to:
1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Listen to this video to hear a person reading the first minute of Chapter I in 20,000 Leagues Under the Sea. 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 I of 20,000 Leagues Under the Sea 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.

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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.

Look carefully at the word to see if it includes any affixes or roots that you are familiar with. You have learned that common Latin and Greek roots can give you clues to the meaning of an unknown word.

Armed with this knowledge, write a definition of any unfamiliar words that you listed in your ELA Journal. Write a definition in your own words. Use a dictionary as needed to check your understandings.

You may want to start a new word wall just for vocabulary words from 20,000 Leagues Under the Sea. You will be reading this text over several days and will be completing this vocabulary assignment as you read.

TEACHING NOTES

Your student may struggle with the vocabulary of 20,000 Leagues Under the Sea. Your student should keep a list of any unfamiliar words he or she encounters while reading the novel in the ELA Journal.

Sometimes using context clues will be helpful in determining the meaning of unknown words, but often a dictionary will be needed.

In these chapters, you closely examined how an author can use the narrator's point of view to achieve effects in their writing such as suspense. The narrator's point of view is carefully selected by the author. Continue to notice these moments as you read and add to your evidence journal throughout the remainder of the novel.
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.

Look carefully at the word to see if it includes any affixes or roots that you are familiar with. You have learned that common Latin and Greek roots can give you clues to the meaning of an unknown word. Armed with this knowledge, write a definition of any unfamiliar words that you listed in your ELA Journal. Write a definition in your own words. Use a dictionary as needed to check your understandings.

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In these chapters, you closely examined how an author can use the narrator's point of view to achieve effects in their writing such as suspense. The narrator's point of view is carefully selected by the author. Continue to notice these moments as you read and add to your evidence journal throughout the remainder of the novel.

Please go online to view and submit this assessment.
In this session, you will begin reading the next set of chapters from *20,000 Leagues Under the Sea*. You have been closely examining the impact of the narrator’s first-person point of view. In this part, you will shift to thinking more about the characters. As good readers begin a piece of fiction, they closely examine the characters to understand all sides of the character. Readers do this by looking for details in the dialogue and events of the book that reveal nuanced aspects of the character. These details might also move the story forward. Keep this in mind as you read today.

Remember that you have two class sessions to complete this section of reading and the activities that go with it. Follow the plan you made at the beginning of this lesson. If your plan is not working, evaluate what needs to change and adjust. Now, read Part 1, Chapters VIII–XIV of *20,000 Leagues Under the Sea*.

When you are finished reading, answer the following questions in your ELA Journal:

1. What is Nemo’s motivation for living on the *Nautilus*? What is his motivation for not returning his prisoners to their ship?
2. What scientific wonders, not actually available in the 1800s, does Nemo show the professor? How does Verne make these fictional inventions seem real to readers?
3. So far, what opinion do you have of Nemo? Which story details led you to this opinion?

4. In a paragraph, predict which of the three prisoners is least likely to try to escape and which one is most likely to try to escape. Give reasons for your answers.

### TEACHING NOTES

1. Nemo hates humanity and seeks peace and freedom from oppression by living in his own world. He does not release the prisoners because he does not want anyone else to learn about his secret life.
2. Nemo shows how he can operate his ship with electricity generated from the elements in sea water conducted by an electric motor. He also describes the ship’s strong double hull and special pressure-resistant glass windows. Verne makes these inventions seem real by having Nemo describe them in great detail and using known scientific principles to explain them.
3. Sample answer: Nemo is a genius, given his inventions of the submarine and all that is on it. He also holds passionate feelings both of hatred (his feelings about humanity) and love (his feelings for the sea).

Aronnax is least likely to try to escape because he is a scientist who is fascinated by Nemo's inventions and because being on the submarine gives him a unique opportunity to study sea life. Ned Land is most likely to try to escape because he does not share these scientific interests and does not share Conseil's devotion to Aronnax.

### VOCABULARY

**WORD-SOLVING STRATEGIES**

You will be learning many new words as you read 20,000 Leagues Under the Sea.

One strategy that is often used to learn and memorize new words is creating flash cards. The front of the card lists the vocabulary word, while the back of the card has the definition.

[Look at this website](#) for examples of flash card activities using vocabulary from 20,000 Leagues Under the Sea. Complete the activities on the website to become more familiar with the novel's vocabulary.

Add any new words to your word wall. Be sure to reread the words on your word wall and use the words in your speaking and writing.

### TEACHING NOTES

Assist your student as needed in looking at the website and working on flash card activities for vocabulary from the novel. Encourage your student to add any new words to the word wall and use these new words in writing and speaking.
In the next part, you will complete the activities of Chapters VIII–XIV as you analyze the character of Captain Nemo.

☑ RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
LEARN ABOUT...

SUBMARINES

You are going to be reading a novel related to submarines. Before you do so, let’s build some background knowledge!

Read [this article](#) called “Facts About Submarines,” to help you learn more about this type of underwater vessel.

After you read, answer these questions about submarines:

1. **True or false:** A submarine is a ship that can travel underwater.

2. What are the compartments called that help the submarine to stay underwater by filling up with water?

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**TEACHING NOTES**

Your student will be reading a background article about submarines. This will prepare your student for a later portion of the lesson, in which he or she will read a novel involving these underwater vessels. After reading this article, your student should know more about submarines.

**Answers:**

1. True

2. Ballasts
In the last part, you began to analyze the character of Captain Nemo in *20,000 Leagues Under the Sea*. As you read, you will realize Nemo is a round character; that is to say that he cannot be described by one simple characteristic. His character is nuanced, having aspects that are opposites and then even shades of those characteristics. As you read today, let yourself dive into Nemo’s words and actions. Think about him deeply. How would you precisely describe him? Do the same for Aronnax.

As a reminder, answer these questions in your ELA Journal as you complete your reading:

1. What is Nemo’s motivation for living on the *Nautilus*? What is his motivation for not returning his prisoners to their ship?
2. What scientific wonders, not actually available in the 1800s, does Nemo show the professor? How does Verne make these fictional inventions seem real to readers?
3. So far, what opinion do you have of Nemo? Which story details led you to this opinion?
4. In a paragraph, predict which of the three prisoners is least likely to try to escape and which one is most likely to try to escape. Give reasons for your answers.

### TEACHING NOTES

1. Nemo hates humanity and seeks peace and freedom from oppression by living in his own world. He does not release the prisoners because he does not want anyone else to learn about his secret life.
2. Nemo shows how he can operate his ship with electricity generated from the elements in sea water conducted by an electric motor. He also describes the ship’s strong double hull and special pressure-resistant glass windows. Verne makes these inventions seem real by having Nemo describe them in great detail and using known scientific principles to explain them.
3. Sample answer: Nemo is a genius, given his inventions of the submarine and all that is on it. He also holds passionate feelings both of hatred (his feelings about humanity) and love (his feelings for the sea).
4. Aronnax is least likely to try to escape because he is a scientist who is fascinated by Nemo’s inventions and because being on the submarine gives him a unique opportunity to study sea life. Ned Land is most likely to try to escape because he does not share these scientific interests and does not share Conseil’s devotion to Aronnax.
When thinking about how an author reveals character, it is important for you to understand the difference between character traits and feelings. Character feelings change quickly and depend on the situation. Their feelings might reveal their traits. Feelings might also cause them to make decisions. Dialogue is a primary tool authors use to reveal character.

Review this chart. Remember that Nemo is a round, complex character. This means he cannot be described by one trait. Which traits from the chart would you assign to Nemo? Why would you choose those traits? What dialogue and actions brought you to these conclusions? Jot some notes in your ELA Journal.

From the section in the Quick Check, your student might indicate that Nemo is:

- Bold and powerful because of the way he speaks and makes demands of the prisoners
- Serious because he carefully considers actions that, to him, are undesirable
- Hostile as he speaks about others who have attempted to attack him and the fact that he has cut ties with all other humans

Captain Nemo is a famous character that has been seen in a number of sources beyond 20,000 Leagues Under the Sea. His mystery and depth of character has captured the imagination of authors, film directors, musicians, and poets. This website has some information about Captain Nemo and how he has been adapted in many texts and formats. Spend some time exploring how other creators have interpreted Nemo. Think about how these many perspectives of Nemo might help you understand him as a character better. Which depictions, back stories, and events align with the way Jules Verne created this character? Which do not?

Continue to deepen your understanding of Nemo as you read 20,000 Leagues Under the Sea.
In the past two parts, you have deeply considered the character of Nemo and how Jules Verne revealed these aspects through dialogue and incidents in the story. Good readers deeply consider how the author reveals complex characters as they begin reading a text. In the next section of the novel, you will consider Verne's language and how it adds depth of meaning to the text.
Good readers think deeply about characters at the beginning of a story. You have explored the character of Nemo and realized that he is quite complex. These complexities, meaning that a character cannot be described by a single trait, create a “round” character. You have thought about the nuances that make Nemo round.

As you move more deeply into the novel, you will begin to examine the author’s craft, or the writing techniques that Verne chose to make his story come to life. One such technique is figurative language. Authors choose their words carefully and often choose figurative language to add depth of meaning to their writing.

As you read Chapters XV–XX, think about the similes and metaphors Verne uses. Remember, a simile is the comparison of two things using like or as, and a metaphor compares two unlike things without using either of those words.

You will also examine nuances in word meaning other than similes and metaphors. Authors carefully choose the names of their characters, and often insight into the character is given in their name. You will explore this with Nemo after you read.

Now, read Part 1, Chapters XV–XX of 20,000 Leagues Under the Sea. Remember that you have two class parts to finish your reading and complete the activities.
After you have read, answer the following questions with evidence in your ELA Journal:

1. Find examples of similes and metaphors (Chapter 16), as well as personification (Chapter 18), in this section.
2. Which inventions, unknown in the 1800s, does the author describe in the chapter about the underwater “hunting party”?
3. What do you think Nemo means when he says, “There is no need for new continents, but there is need for new men”?
4. In Latin, Nemo’s name means no man or no one. In a paragraph, explain why this name is fitting for him.

---

**TEACHING NOTES**

1. Example of simile: Fish flies are described as being “like a swarm of hummingbirds.” Example of metaphor: The underwater world is described as “the canvas of an obsessed colorist using all the colors of his palette.” Example of personification: Captain Nemo describes the ocean: “Yesterday it slept just as we slept, and now, here it is awaking after spending a peaceful night.”
2. Deep-sea diving suits that allow the hunters to move freely underwater while breathing compressed air from tanks on their backs; a type of stun gun that uses compressed air to fire “electric bullets”
3. Nemo believes that human beings have serious flaws and that the world would be a better place if a new race of people were created.
4. Nemo’s name represents his separation from and dislike of other people. He does not want to be associated with the rest of the human race because he considers himself different from and better than them.

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**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. In 20,000 Leagues Under the Sea, you will notice the language seems older or more antiquated and is translated from French. As you encounter more complicated language and structures in writing, your pace may slow to help you make meaning, and you might need to reread the text a few times to make meaning.

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 a part of 20,000 Leagues Under the Sea at the correct pace.
Keep in mind that great readers:

1. Read accurately
2. Read with expression
3. Read with phrasing
4. Read at the correct pace

Listen to the first minute of the following video to hear a person reading Chapter XV of 20,000 Leagues Under the Sea.

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 XV of 20,000 Leagues Under the Sea 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 this video to hear a person reading the first minute of Chapter XV in 20,000 Leagues Under the Sea starting at 3:17. 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 XV of 20,000 Leagues Under the Sea 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.

**ANOTHER WAY...**

**Writing Down Examples of Literary Elements**

You have read some of 20,000 Leagues Under the Sea. Now you are going to be writing down examples of simile, metaphor, and personification from the novel.

To help you do this, you can use a [Ticktacktoe Graphic Organizer](#). At the top of the first column write “Simile.” At the top of the second column, write “Metaphor.” At the top of the third column, write “Personification.” Then fill in the graphic organizer with examples of each literary element from the novel. Find at least one example of each.

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**TEACHING NOTES**

Your student has been asked to complete a [Ticktacktoe Graphic Organizer](#) to write examples of literary elements from the novel 20,000 Leagues Under the Sea.

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

<table>
<thead>
<tr>
<th>Simile</th>
<th>Metaphor</th>
<th>Personification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish flies are described as being “like a swarm of hummingbirds.”</td>
<td>The underwater world is described as “the canvas of an obsessed colorist using all the colors of his palette.”</td>
<td>Captain Nemo describes the ocean: “Yesterday it slept just as we slept, and now, here it is awaking after spending a peaceful night.”</td>
</tr>
</tbody>
</table>

In this part, you began to examine Verne's craft through figurative language in *20,000 Leagues Under the Sea*. In the next part, you will continue your analysis.
In this part, you began to examine Verne's craft through figurative language in *20,000 Leagues Under the Sea*. In the next part, you will continue your analysis.

Please go online to view and submit this assessment.
In this part, you will complete your analysis of figurative language in Chapters XV–XX of Part 1 of 20,000 Leagues Under the Sea. Remember that figurative language includes both literary devices such as similes and metaphors, but also the depth of meaning that lies beneath the literal meanings of the word.

You will complete your reading and activities of Part 1, Chapters XV–XX. The activities for this section are written again below. Record your answers in your ELA Journal. Make sure to include evidence and analysis for each of your answers.

Now, finish reading Part 1, Chapters XV–XX of 20,000 Leagues Under the Sea.

1. Find examples of similes and metaphors (Chapter 16), as well as personification (Chapter 18), in this section.
2. Which inventions, unknown in the 1800s, does the author describe in the chapter about the underwater “hunting party”?
3. What do you think Nemo means when he says, “There is no need for new continents, but there is need for new men”?
4. In Latin, Nemo’s name means “no man” or “no one.” In a paragraph, explain why this name is fitting for him.
### TEACHING NOTES

1. Example of simile: fish flies are described as being “like a swarm of hummingbirds.”
   Example of metaphor: the underwater world is described as “the canvas of an obsessed colorist using all the colors of his palette.”
   Example of personification: Captain Nemo describes the ocean: “Yesterday it slept just as we slept, and now, here it is awaking after spending a peaceful night.”
2. Deep-sea diving suits that allow the hunters to move freely underwater while breathing compressed air from tanks on their backs; a type of stun gun that uses compressed air to fire “electric bullets”
3. Nemo believes that human beings have serious flaws and that the world would be a better place if a new race of people were created.
4. Nemo’s name represents his separation from and dislike of other people. He does not want to be associated with the rest of the human race because he considers himself different from and better than them.

---

You have completed reading the first twenty chapters of *20,000 Leagues Under the Sea*. You have thought deeply about characters and the language that the author uses to create layers of meaning in his novel. In the next part, you will complete your reading of Part 1 of the novel.

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✅ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In this part, you will begin reading the final chapters of Part 1 of *20,000 Leagues Under the Sea*. You have learned in this lesson that good readers focus their attention on the characters and plot of a story as they begin reading. Then, they turn their attention to the author’s craft and deeper meaning.

As you complete your reading assignment for the next two parts, you will pay attention to the perspectives of the author and different characters. A *perspective* is the opinions a person has about another person, event, or situation. You have perspectives on the people in your life and the things that happen to you. Sometimes, the term *point of view* might refer to perspective. Point of view might also refer to the perspective from which the story is told. This novel is told from a first-person point of view. The narrator is a character in the novel who tells what he experienced, thought, and felt. Notice how this point of view helps create suspense.

As you read today, make note of the perspectives of the character, as well as any effects the first-person point of view creates in the text. Remember to also be on the lookout for any allusions you might find as you read today.

Now, finish reading Part 1, Chapters XXI–XXIV of *20,000 Leagues Under the Sea*.

When you are finished, answer the following questions using evidence in your ELA Journal:
1. How would Nemo compare the “savages” that Aronnax and his friends meet on the island with other men?
2. In Chapter XXIII, what are the differing ideas about the purpose of scientific research that are expressed by Aronnax and Nemo?
3. What do we learn about Nemo from his reaction to the death and burial of his crew member?
4. Do you think Captain Nemo is morally justified in not sharing his scientific discoveries with the rest of the world? Answer this question in one or two paragraphs, giving reasons to support your judgment.

**TEACHING NOTES**

1. Nemo would say that there is no difference between the “savages” on the island and other men because all people are savages.
2. Aronnax believes that the purpose of scientific research is to benefit one’s fellow human beings by sharing one’s discoveries and passing down the information to future generations. Nemo works only to benefit his own crew and feels no regret that his knowledge will die with him if he doesn’t share it.
3. We learn that Nemo is capable of deep emotion and has a fierce love for his crew, as shown by the special burial ground set aside for his crew members.
4. Your student might say that scientists have a responsibility to share their discoveries to benefit humanity, or that they have the right to use their talents as they see fit, as long as they do not harm others.

**ANOTHER WAY...**

**Perspective**

If you find it challenging to analyze perspective in the novel, you can use a graphic organizer to keep track of your ideas.

Draw a chart like this one in your ELA Journal:

<table>
<thead>
<tr>
<th>Character</th>
<th>Perspective</th>
<th>Evidence</th>
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As you come across actions or dialogue that shows a character’s perspective, record it in the chart. Note what the character’s perspective is, the evidence for the perspective, and your thoughts. For example, you might note if you agree or disagree with the perspective, how you think the perspective will affect other characters or events, or if this perspective has changed.
Keeping a chart like to examine perspective will help you gain a deeper understanding of why characters behave the way they do and how they react to each other.

**TEACHING NOTES**

If your student is finding it challenging to analyze perspectives in order to answer questions as he or she reads, encourage your student to organize his or her thinking with the chart. Your student can pause to fill it in as he or she reads. If your student struggles in analyzing the perspectives, ask prompting questions such as:

- Do you think this is the right way of viewing things? Why or why not?
- Which characters seem to share this perspective?
- Which characters disagree with the perspective? How might this cause conflict?

Encourage your student to continue using the chart as he or she reads the rest of the novel.

In these chapters, you are focusing on various characters’ perspectives – specifically around other characters and ideas. In the next part, you will complete your reading and activities for Part 1 of *20,000 Leagues Under the Sea*.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
20,000 Leagues Under the Sea - Part 8

As you complete your reading of Part 1 of *20,000 Leagues Under the Sea*, you are examining the characters’ perspective on various subjects. Chapter XXIII, “The Coral Kingdom,” will reveal Nemo’s perspective of his crew and grow your understanding of the nuances of his character.

Now, complete your reading and activities for Part 1, Chapters XXI–XXIV. As a reminder, the guiding questions for these chapters are below.

1. How would Nemo compare the “savages” that Aronnax and his friends meet on the island with other men?
2. In Chapter XXIII, what are the differing ideas about the purpose of scientific research that are expressed by Aronnax and Nemo?
3. What do we learn about Nemo from his reaction to the death and burial of his crew member?
4. Do you think Captain Nemo is morally justified in not sharing his scientific discoveries with the rest of the world? Answer this question in one or two paragraphs, giving reasons to support your judgement.

### TEACHING NOTES

1. Nemo would say that there is no difference between the “savages” on the island and other men because all people are savages.
2. Aronnax believes that the purpose of scientific research is to benefit one’s fellow human beings by sharing one’s discoveries and passing down the information to future generations. Nemo works only to benefit his own crew and feels no regret that his knowledge will die with him if he doesn’t share it.
3. We learn that Nemo is capable of deep emotion and has a fierce love for his crew, as shown by the special burial ground set aside for his crew members.
4. Your student might say that scientists have a responsibility to share their discoveries to benefit humanity, or that they have the right to use their talents as they see fit, as long as they do not harm others.
INTERACTIVE ACTIVITY

20,000 Leagues Under the Sea is considered a classic piece of literature that has been adapted to many different forms, including movies. In 1954, the Walt Disney Company made a film of this text. In the chapter “The Coral Kingdom,” you read about the burial of a man on Nemo’s crew. In this activity, you will view the scene as it was imagined in the movie and compare it to the text.

View the burial scene from the movie here. Watch the scene a few times and note the differences and similarities between the text and film. Would you say Disney was faithful to Jules Verne’s vision? Think about multiple aspects of the film and text.

- How is the setting portrayed to the audience?
- How do the actors convey the events of the scene?
- How do the music and camera contribute to the scene?

Please go online to view this video ►

Now, in your ELA Journal, write one to two paragraphs evaluating the choices made by the director of the film. Does this scene successfully convey Verne’s vision of the scene? Include examples of how the film is faithful to the text, as well as examples of a departure from the text.

TEACHING NOTES

The scene in the movie departs significantly from the book. Your student may include the following examples:

- In the movie, the prisoners attempt to escape during the burial, whereas in the text they join Nemo and his crew for the burial. This significantly changes the plot.
- The setting seems quite different. The text elaborates on the coral, which is blood-red in color and of great value, signifying the importance of this place to Nemo and his crew. The film, however, makes little significance of the setting and diminishes the feeling of importance of this location.
- There are some similarities between the text and film, such as the coral cross and the actions of the crew, such as kneeling and praying. The music of the film also adds to the solemnity to the event, but changes when the focus is on the prisoners’ attempted escape.

Many films are adapted from texts and contain significant differences from the original text. Find other films based on books or texts and evaluate how effectively they convey the author’s intentions.
Congratulations! You have completed Part 1 of *20,000 Leagues Under the Sea*. You have spent the first part of the novel thinking about the characters, figurative language, and perspective. In the next part, you will begin Part 2 of the novel.

☑ **RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
20,000 Leagues Under the Sea - Part 9

LEARN

GRAMMAR
ACTIVE AND PASSIVE VOICE

Step 1

You have been reading to understand characters, events, and author’s craft in a novel. You know that authors can use active and passive voice for effect. You can break down a sentence to think about how an author uses voice for effect.

Read this sentence from 20,000 Leagues Under the Sea.

 Apparently, Captain Nemo had given this order at the same time he commanded the Nautilus to pick up speed.

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 a sentence in active voice is more direct and emphasizes the performer of an action. 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. Which chunk has the subject of the sentence?
Is the subject performing or receiving the action of the verbs in the sentence? What does this tell you about the voice of the sentence?

Rewrite the sentence in passive voice.

Compare your sentence to the original. Why do you think the author chose to use active 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 professor was approached with a request to tend to one of the captain's men.
- The professor gave medical attention to the wounded man.

**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:

- Apparently
- Captain Nemo
- had given
- this order
- at the same time
- he commanded
- the Nautilus
- to pick up speed.

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 captain gave the order to serve lunch and the order to go faster at the same time.

**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 infinitive phrase “to pick up speed” is the direct object of the verb *commanded*.

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: Where do you see an infinitive phrase? What is its function?

**Step 3**

Your student should identify this chunk:

- Captain Nemo

*Answer:* performing; it is in active voice

Your student might write something like this:

- Apparently the order had been given at the same time the Nautilus was commanded to pick up speed.

*Possible response:* I think the author chose to use the active voice because it puts the emphasis on Captain Nemo as the performer of the action. It is a reminder that he is in charge. The passive voice version puts the emphasis on the order and the Nautilus. It makes more sense to focus on Nemo.

**Step 4**

The voices are:

- passive
- active

Your student might change the voice of each sentence like this:

- The captain approached the professor with a request to tend to one of the men.
- The wounded man was given medical attention by the professor.
Possible responses:

- I think either works but I think passive voice is effective because it focuses on the professor getting the request. Making him the subject of the sentence makes me think about how he will respond instead of focusing on the captain.
- I think active voice is better because it is more direct. There's not a good reason to have the wounded man as the subject. It's better to focus on the professor giving the medical attention.

Extension

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

Have your student read this sentence.

Apparently Captain Nemo had given this order at the same time he commanded the Nautilus to pick up speed.

Then say, “In this sentence, the author uses active voice. This makes the sentence feel direct and focuses the reader’s attention on Captain Nemo and his position as a leader. You can choose between active and passive voice when you write depending on how you want to guide your reader’s focus. Write two sentences about 20,000 Leagues Under the Sea. Use active voice in one sentence and passive voice in the other.”

Your student might write sentences like these:

- The professor informs Captain Nemo that the wounded man will die soon.
- In a funeral ceremony, the dead man is buried on the ocean floor.

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 professor’s action. In the second sentence, passive voice puts the focus on the dead man. The doer of the action isn’t as important.

Ask, “Why should you consider voice when you write?” Possible response: I need to decide if the sentence should be direct with the emphasis on the doer of the action or if the sentence needs to emphasize the receiver of the action.

As you begin reading Part 2 of 20,000 Leagues Under the Sea, you will notice a shift in Aronnax. As you have learned, authors often write changes in main characters as one tool to reveal the theme of a text. As you read today, think about the conflict that this shift in Aronnax is causing.

Conflict is a struggle between opposing forces. Internal conflict occurs within a character who faces opposing ideas, feelings, or choices. Notice the internal conflicts faced by Professor Aronnax and the choices he must make about Captain Nemo. You can often determine internal conflicts by noticing
actions and thoughts of characters that are unexpected based on the way the author developed those characters previously in the text.

Before you begin your reading, evaluate your reading plan. How is your plan working? Do you think another strategy might be more efficient? If you need to adjust your reading plan, do so before you begin Part 2. As before, you will have 2 class sessions to complete the reading and activities associated with each set of chapters.

Now, begin reading Part 2, Chapters I–VI of 20,000 Leagues Under the Sea.

Complete the following questions to guide your reading of these chapters:

1. Why does Aronnax feel an internal conflict about escaping the Nautilus?
2. What does the reader learn about Nemo’s character from his actions with the pearl diver?
3. Aronnax has a discussion with Ned Land about escaping. What decision does Aronnax reach? On what does he base his decision?
4. In a paragraph, explain how Professor Aronnax’s views of the Nautilus, its journey, and its captain have changed since the beginning of the journey.

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**TEACHING NOTES**

1. Aronnax wants his freedom but also wants to complete the voyage because there is so much to learn, and he will never have such an opportunity again.
2. Nemo is brave, as when he battles the shark, and generous when he gives the diver pearls. He considers the pearl diver a victim, not an oppressor, and therefore someone who deserves protection and help.
3. Aronnax decides that he owes it to Ned and Conseil to help and guide them if an escape opportunity presents itself and that he will let Ned decide the safest time.
4. Your student may say that Aronnax has learned more about Nemo and his hatred for land people and that he has a deeper respect for the captain’s care of his crew and for his scientific and inventive brilliance. Aronnax seems to understand that the submarine has no particular course but will continue to cruise as long as possible.

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In this part, you began Part 2 of 20,000 Leagues Under the Sea. You examined Aronnax’s shifts in perspective and the conflicts this is causing. In the next part, you will continue this important work in understanding the larger theme of the novel.
RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
In the last part, you began to examine how Aronnax is changing and how this change is creating internal conflict. You learned that the way good readers observe character change is by noticing details about a character’s actions, thoughts, or dialogue that seem out of the norm for how the character was developed previously in the text.

Continue reading Chapters I–VI of 20,000 Leagues Under the Sea, Part 2. As a reminder, the guiding questions for these chapters are printed below:

1. Why does Aronnax feel an internal conflict about escaping the Nautilus?
2. What does the reader learn about Nemo’s character from his actions with the pearl diver?
3. Aronnax has a discussion with Ned Land about escaping. What decision does Aronnax reach? On what does he base his decision?
4. In a paragraph, explain how Professor Aronnax’s views of the Nautilus, its journey, and its captain have changed since the beginning of the journey.
In the last part, you began to examine how Aronnax is changing and how this change is creating internal conflict. You learned that the way good readers observe character change is by noticing details about a character’s actions, thoughts, or dialogue that seem out of the norm for how the character was developed previously in the text.

Continue reading Chapters I–VI of *20,000 Leagues Under the Sea*, Part 2. As a reminder, the guiding questions for these chapters are printed below:

1. Why does Aronnax feel an internal conflict about escaping the *Nautilus*?
2. What does the reader learn about Nemo’s character from his actions with the pearl diver?
3. Aronnax has a discussion with Ned Land about escaping. What decision does Aronnax reach? On what does he base his decision?
4. In a paragraph, explain how Professor Aronnax’s views of the *Nautilus*, its journey, and its captain have changed since the beginning of the journey.

### Objectives

- To analyze how an author reveals aspects of character through details in a text
- To analyze how theme is developed with respect to characters throughout a text
- To analyze how the point of view of the narrator creates effects in the reading of a text
- To analyze the impact of allusions on a text

### Books & Materials

- MyPerspectives textbook
- ELA Journal
- Evidence Journal
- Reading Log
- Computer
- *20,000 Leagues Under the Sea* by Jules Verne

### Assignments

- Read *20,000 Leagues Under the Sea* by Jules Verne.
- Complete guided questions for each chapter section.
- Complete interactive activity: Captain Nemo.
- Complete interactive activity: Comparing Text to Film.
- Complete interactive activity: Allusions.
- Compose a brief essay on allusion and theme.

### TEACHING NOTES

1. Aronnax wants his freedom but also wants to complete the voyage because there is so much to learn, and he will never have such an opportunity again.
2. Nemo is brave, as when he battles the shark, and generous when he gives the diver pearls. He considers the pearl diver a victim, not an oppressor, and therefore someone who deserves protection and help.
3. Aronnax decides that he owes it to Ned and Conseil to help and guide them if an escape opportunity presents itself and that he will let Ned decide the safest time.
4. Your student may say that Aronnax has learned more about Nemo and his hatred for land people and that he has a deeper respect for the captain’s care of his crew and for his scientific and inventive brilliance. Aronnax seems to understand that the submarine has no particular course but will continue to cruise as long as possible.

### QUICK CHECK

Please go online to view and submit this assessment.

### MORE TO EXPLORE

Authors have many tools to reveal aspects of their characters. You have learned in this lesson that Nemo and Aronnax are complex, round characters. Verne uses a variety of techniques to reveal the various aspects of their character to readers. Watch [this presentation](#) to learn more about how authors characterize characters and then return to the text in the Quick Check.

Which tool did Verne use to reveal the changing thoughts of Aronnax? What other tools does Verne use in this excerpt?

### TEACHING NOTES

The correct choices are Aronnax’s inner thoughts, which are revealed because the story is narrated from Aronnax’s first-person point of view.

Verne also uses other forms of indirect characterization, such as Nemo’s dialogue, in this section.
Remember that you are keeping an evidence journal about how the first-person point of view of the narrator impacts your understanding of the text. After your reading, consider how Aronnax being the narrator has impacted you as the reader in these chapters. What do you know as a result of his narration that you might not know if he were not the narrator? What do you not know? Record these observations in your evidence journal.

**TEACHING NOTES**

Being able to know Aronnax’s inner thoughts is revealing the changing aspects of his perspective of Nemo, which the reader might not know if he were not the narrator. However, because he is the narrator, the reader cannot know Nemo’s thoughts and must infer those thoughts from his dialogue.

In these chapters, you analyzed shifts in Aronnax's character, as well as the techniques Verne used to reveal those shifts. You also thought about the effect of the story being told from Aronnax’s point of view. In the next part, you will continue to explore how Aronnax is shifting as he comes to understand Nemo better.
20,000 Leagues Under the Sea - Part 11

**Objectives**
- To analyze how an author reveals aspects of character through details in a text
- To analyze how theme is developed with respect to characters throughout a text
- To analyze how the point of view of the narrator creates effects in the reading of a text
- To analyze the impact of allusions on a text

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Evidence Journal
- Reading Log
- Computer
- 20,000 Leagues Under the Sea by Jules Verne

**Assignments**
- Read 20,000 Leagues Under the Sea by Jules Verne.
- Complete guided questions for each chapter section.
- Complete interactive activity: Captain Nemo.
- Complete interactive activity: Comparing Text to Film.
- Complete interactive activity: Allusions.
- Compose a brief essay on allusion and theme.

**LEARN**

You have been examining the shifts in Aronnax's character revealed in the beginning of Part 2 of *20,000 Leagues Under the Sea*. You noticed that because the narrator is Aronnax using first person, you are able to use his thoughts as details to help you understand this change. As you read the next set of chapters, notice how this point of view also creates suspense while you continue to develop your understanding of Nemo.

Over the next two class sessions, you will read chapters VII–XI of *20,000 Leagues Under the Sea*. Follow your reading plan to read the chapters and answer the guiding questions below.

**TEACHING NOTES**

These chapters contain several allusions for your student to record in his or her evidence journal. These include the portraits on Nemo's wall: Thaddeus Kosciusko, Markos Botzaris, Daniel O'Connell, George Washington, Daniele Manin, Abraham Lincoln, John Brown, as well as references to the goddess Venus, the Temple of Hercules, and more. Encourage your student to take note of these and conduct brief online searches as necessary to understand them.

Answer the following guiding questions in your ELA Journal with evidence to support your thinking:

1. What can the reader conclude about Nemo from the portraits on his wall?
2. What techniques does Verne use to create suspense on the underwater trip to Atlantis?
3. Why does Ned Land postpone the escape attempt?
4. Write two paragraphs comparing and contrasting the relationship between Conseil and Aronnax with the relationship between Aronnax and Nemo.

**TEACHING NOTES**

1. He admires those dedicated to helping the oppressed, such as George Washington and Abraham Lincoln.
2. Verne creates suspense by having Nemo never explain where they are going; by telling Aronnax that they will not need lights; and by describing the journey step by step as Aronnax experiences it, with the destination and outcome always in doubt.
3. Ned Land must postpone the escape attempt because conditions are never right.
4. Conseil and Aronnax are servant and master; Aronnax considers him an inferior and a servant. Aronnax and Nemo are more like colleagues, respecting each other’s knowledge, but Nemo is master of the situation and allows Aronnax his company only at his own pleasure.

In this part, you continued to develop your understanding of the impact of a first-person narrator. You also continued to nuance your understanding of Nemo. In the next part, you will complete the reading of these chapters.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you analyzed the impact of a first-person narrator as you read. As you continue to read through these chapters, keep this in mind. Think about how this narration is affecting the kinds of information you learn as a reader. By the end of this session, you should have completed reading chapters VII–XI and completed the guiding questions for these chapters.

As a reminder, the guiding questions for these chapters are printed below:

1. What can the reader conclude about Nemo from the portraits on his wall?
2. What techniques does Verne use to create suspense on the underwater trip to Atlantis?
3. Why does Ned Land postpone the escape attempt?
4. Write two paragraphs comparing and contrasting the relationship between Conseil and Aronnax with the relationship between Aronnax and Nemo.
2. Verne creates suspense by having Nemo never explain where they are going; by telling Aronnax that they will not need lights; and by describing the journey step by step as Aronnax experiences it, with the destination and outcome always in doubt.
3. Ned Land must postpone the escape attempt because conditions are never right.
4. Conseil and Aronnax are servant and master; Aronnax considers him an inferior and a servant. Aronnax and Nemo are more like colleagues, respecting each other’s knowledge, but Nemo is master of the situation and allows Aronnax his company only at his own pleasure.

**INTERACTIVE ACTIVITY**

Return to chapter VIII, when Aronnax mentions the portraits in Nemo’s chamber. As readers, we can assume these people were important to Nemo for some reason. As you know, allusions add depth of meaning because the stories that come with those allusions apply to the author’s meaning.

Choose one of the portraits from Nemo’s stateroom and briefly research the historical figure in that portrait. What connections does this person have to Nemo’s character? How does this allusion help reveal an aspect of Nemo’s character? Write a brief paragraph in your ELA Journal about the portrait’s connection to Nemo.

**TEACHING NOTES**

Responses will vary. Your student should indicate that the portrait reveals the altruistic side of Nemo that Aronnax has come to experience through the burial, shark attack, and other moments when it has become apparent that Nemo is not as heartless as he once appeared. These figures also had great influence on the oppressed in history. These ideas support Aronnax’s changing perspective.

In Part 2, you have been thinking deeply about Aronnax’s perspective and how the point of view from which the story is told helps reveal that perspective. You have noticed that because Jules Verne chose a first-person point of view, you, as the reader, remain unaware of some aspects of the story. This creates effects such as suspense and dramatic irony. You will continue to examine these effects next time.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
You have learned that authors often develop a change in the primary characters to develop a theme in the novel. Sometimes, they develop a change in secondary characters as well that might provide an opposing idea or confirm the change in the primary characters. As you continue to read Part 2 of *20,000 Leagues Under the Sea*, think about how characters other than Aronnax are changing. Also continue to take note in your evidence journal about how the first-person point of view of the narrator creates suspense.

Over the next two class periods, read Part 2, Chapters XII–XVI and complete the guiding questions below:

1. How is Ned Land’s attitude changing as the voyage continues?
2. Why does Nemo raise the flag at the South Pole when he has refused to set foot on any other land? What does this action reveal about Nemo?
3. How does Verne create suspense in the episode in which the submarine is caught under the ice at the South Pole?
4. Write a paragraph in which you predict what will happen at the end of the novel, including the fates of the main characters and the submarine.
As you continue to read these chapters, think about Ned Land and his development. Does he share Aronnax's feelings, or does the author use him as a counterpoint to the main character? In the next part, you will complete the reading of these chapters and the guiding questions.

**RATE YOUR UNDERSTANDING**

Please go online to view and submit this assessment.
In the last part, you learned that supporting characters often change as well as the protagonist. Continue to think about how characters other than Aronnax are changing as you complete your reading of these chapters. Also continue to note how the first-person point of view builds suspense in the events of the plot.

Today, complete your reading of Part 2, Chapters XII–XVI of *20,000 Leagues Under the Sea*. The guiding questions are below:

1. How is Ned Land’s attitude changing as the voyage continues?
2. Why does Nemo raise the flag at the South Pole when he has refused to set foot on any other land? What does this action reveal about Nemo?
3. How does Verne create suspense in the episode in which the submarine is caught under the ice at the South Pole?
4. Write a paragraph in which you predict what will happen at the end of the novel, including the fates of the main characters and the submarine.
## TEACHING NOTES

1. As Ned Land is unable to escape, he becomes more obsessed with the idea and angrier with Nemo.
2. Nemo raises the flag because no other man has set foot there; this action shows his pride and his need to proclaim his superiority to other people.
3. Verne creates suspense by his expert use of pacing. The reader learns of the events step by step as they happen. Suspense builds as the reader gradually learns that the situation under the ice is desperate, and even Nemo begins discussing the ways people could die.
4. Your student may predict that the prisoners will escape somehow; otherwise, Aronnax would not be able to narrate these events. Also, they may predict a dramatic end for Nemo, who seems unlikely to give up his submarine easily or to allow the prisoners to leave without a fight.

In the next part, you will read the conclusion of the novel. You have already begun thinking about the conclusion of the plot. You have also been thinking about character change as one way an author reveals theme. As you complete your reading, you will focus on the theme of the novel, particularly how it is developed in relationship to the characters.

## RATE YOUR UNDERSTANDING

Please go online to view and submit this assessment.
Over the next two class sessions, you will complete your reading of *20,000 Leagues Under the Sea*. Authors develop their themes throughout the course of the text. You have learned that one way themes are developed relates to the characters and how they change over the course of the text. In this part, keep this in mind as you read.

Read chapters XVII–XXIII and answer the guiding questions below in your ELA Journal.

1. How does Verne use facts and actual scientific accomplishments to bolster the realism of his science fiction? Give an example from the text.
2. What does the reader finally learn about the reason for Nemo’s hatred of humanity?
3. Based on the fate of Captain Nemo, what insights do you think the novel offers about good and evil and about the uses and dangers of science?
4. Write a paragraph in which you explain the motivation for Nemo’s actions in this novel.
In the next part, you will conclude the novel and the guiding questions, as well as prepare to write a response about the character of Nemo.

RATE YOUR ENTHUSIASM

Please go online to view and submit this assessment.
In this part, you will finish reading *20,000 Leagues Under the Sea*. Remember that as you complete your reading, you should be thinking about the theme, or message, that Verne intended to deliver with his work. As you reach the conclusion of the novel, think about the actions of Nemo and how they match or are surprising based on his characterization in Part 2 of the novel.

Now, finish reading chapters XVII–XXI of Part 2 of *20,000 Leagues Under the Sea*. The guiding questions for this section are printed below as a reminder.

1. How does Verne use facts and actual scientific accomplishments to bolster the realism of his science fiction? Give an example from the text.
2. What does the reader finally learn about the reason for Nemo’s hatred of humanity?
3. Based on the fate of Captain Nemo, what insights do you think the novel offers about good and evil and about the uses and dangers of science?
4. Write a paragraph in which you explain the motivation for Nemo’s actions in this novel.
More To Explore

As you read Part 2 of 20,000 Leagues Under the Sea, you saw that Aronnax began to change his opinion of Nemo, coming to view him with more humanity after the burial of a crew member, Nemo giving pearls to a diver, and through the allusions in Nemo’s chamber. In contrast, Ned Land’s hatred of Nemo continues to grow throughout Part 2 as he becomes more and more desperate to escape. In the end, Aronnax begins to think more like Ned Land after watching Nemo sink a ship. Aronnax comes to realize that while Nemo has humanity within him, this humanity is in the shadows of deep hatred.

Authors carefully use the characters to develop their themes. Often, supporting characters and the protagonist reveal perspectives and change that point to the theme. Read this blog post about how authors use supporting characters to reveal theme. Then, jot some notes in your ELA Journal about how you see these techniques at play in 20,000 Leagues Under the Sea.
1. Verne uses facts and actual scientific accomplishments to bolster the realism of his science fiction. He discusses imaginary science the same way he describes real science. For example, he discusses the wreck of the *Essex*, which really happened, and makes other events, such as the giant squid attack, seem reasonable.

2. Nemo hates humanity because his wife and children were killed in a war in which his nation, too, was taken over by oppressors.

3. Sample answers: Nemo's fate shows that those who start out trying to oppose evil may eventually become so bent on vengeance that they become as bad as the people they are fighting. Verne probably shared Aronnax's view that science and technology could be used for good or evil and that they should be shared and used for the benefit of humanity.

4. The motivation for Nemo's actions throughout the book becomes increasingly clear—he hates humanity, which he thinks is responsible for the deaths of his nation and his family. He invents and stays in the submarine to be as far away from humanity as possible, and he tries to destroy symbols of war, such as the warship.

In this part, you completed your reading of *20,000 Leagues Under the Sea*. You analyzed the development of the theme of hatred as it relates to the characters in the text. In the next part, you will write a brief response to how allusions in the text contributed to the meaning.
20,000 Leagues Under the Sea - Part 17

**Objectives**
- To analyze how an author reveals aspects of character through details in a text
- To analyze how theme is developed with respect to characters throughout a text
- To analyze how the point of view of the narrator creates effects in the reading of a text
- To analyze the impact of allusions on a text

**Books & Materials**
- MyPerspectives textbook
- ELA Journal
- Evidence Journal
- Reading Log
- Computer
- 20,000 Leagues Under the Sea by Jules Verne

**Assignments**
- Read 20,000 Leagues Under the Sea by Jules Verne.
- Complete guided questions for each chapter section.
- Complete interactive activity: Captain Nemo.
- Complete interactive activity: Comparing Text to Film.
- Complete interactive activity: Allusions.
- Compose a brief essay on allusion and theme.

**USE**

You have analyzed the theme of hatred in *20,000 Leagues Under the Sea*. This theme was revealed through the characters. Now you will work on analyzing an allusion to Abraham Lincoln in the text.

**ANOTHER WAY...**

Finding Examples of Allusions in 20,000 Leagues Under the Sea

You will be asked to find examples of allusions from the novel *20,000 Leagues Under the Sea*.

Review the novel and your notes to find examples of allusions. Use a Ladder graphic organizer to keep track of examples you find. At the top, write your topic, which is “Examples of Allusions from 20,000 Leagues Under the Sea.” Then write one example 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 use only four or five steps instead of six steps on one ladder.

**TEACHING NOTES**

Your student has been asked to complete a Ladder graphic organizer, to keep track of examples of allusions in *20,000 Leagues Under the Sea*. If your student is confused about what an allusion is, remind him or her than an allusion is a reference to another well-known literary work, character, or figure. Common allusions include allusions to the Bible and well-known historical figures, such as presidents or leaders of countries.
Your student's graphic organizer might include, for example, any of the portraits in Nemo's stateroom as examples of allusion.

**USE FOR MASTERY**

Abraham Lincoln is considered one of the greatest presidents in American history for ending slavery and keeping the union together.

What does the allusion to Abraham Lincoln in the text demonstrate about Nemo?

- By capturing men from a frigate named the *Abraham Lincoln*, Nemo shows he has no capacity to do good or have pity on others because of his evil actions.

- Nemo, like Abraham Lincoln, has the capacity to do good deeds for others, but his actions being done with bad intentions shows his lack of empathy or sympathy.

- Even though Nemo is thought of as a cruel monster, the portrait of Abraham Lincoln in his stateroom reveals Nemo's humanity and capacity for good.

- Nemo's actions in the text demonstrate that people think he is a person who lacks the human qualities of Abraham Lincoln shown in his portrait.

Select TWO sentences or phrases from the text that provide evidence for your answer in question 1.

So constantly was I enchanted with the wonders of our journey that day succeeded day without my taking note of them; but Captain Nemo, for all his kindness, still remained as mysterious as the Sphinx. One day he became violently agitated after looking through the glass at a point indicated by his lieutenant, and I and my companions were immediately imprisoned in darkness, as we had been when first taken into the Nautilus. When I awoke next morning, the captain took me to see a wounded Englishman and on my stating that the man could not live for two hours, the dark eyes of the captain seemed to fill with tears. I thought that night I heard sounds of a funeral hymn, and next day I was taken to a submarine forest of coral, where they buried the man. This was really a little cemetery beneath the sea, as I gathered from the coral cross which had been erected there. Ned Land, unlike me, was soon satisfied with what he had seen of the submarine world, and had now but one thought of escape. We were sailing up the eastern coast of South America, and by May 17 were some five hundred miles from Heart's Content. There I
saw, at a depth of more than fifteen hundred fathoms, the great electric cable lying at the bottom of the ocean. The restlessness of poor Ned Land was at its height when he had a glimpse of the American shore; but Captain Nemo bent his course towards Ireland, and then southward, passing within sight of Land’s End on May 30.

Congratulations! You have finished reading and analyzing a classic piece of literature! You have focused on:

- how authors reveal their characters.
- how allusions and other figurative devices add depth of meaning.
- how characters’ perspectives change.
- how the perspective of the narrator can drastically impact a reader’s understanding.
- how authors use characters to reveal theme.

As you reflect on this unit and this year, you should be proud of your hard work!

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: Invention

Please go online to view and submit this assessment.
Appendix
Assessment/File Upload Form

This form is to be used when completing Use for Mastery assessments or Projects offline. Your assessment can then be scanned and uploaded into the correct lesson online.

<table>
<thead>
<tr>
<th>Please Fill In This Form Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Lesson Title</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Provide your answer in the space below.
# Rites of Passage

## Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th><strong>4 POINTS</strong></th>
<th><strong>3 POINTS</strong></th>
<th><strong>2 POINTS</strong></th>
<th><strong>1 POINT</strong></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>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 about 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 the incorrect format. Does not include non-textual source OR uses ALL non-textual sources.</td>
</tr>
<tr>
<td>Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.</td>
<td>Thesis clearly reflects response to the project question about rites of passage. Article seamlessly incorporates four or more sources which demonstrate complex thinking linking the rites of passage together, including a conclusion that generates more questions for the reader to explore about the topic.</td>
<td>Article answers the project question. It attempts to incorporate three or more sources and link them together in a general way. The conclusion tries to ask a question of the reader.</td>
<td>Article attempts to answer the project question about rites of passage but does not demonstrate inclusion of outside research utilizing two or more sources. The conclusion does not lead the reader with more questions to think about.</td>
<td>Article does not demonstrate evidence that research outside of the unit readings was included in the project. No sources used. No real conclusion to the article about rites of passage and how they tie across cultures.</td>
</tr>
</tbody>
</table>

Total Possible Points: 20
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 POINT</th>
<th>2 POINTS</th>
<th>3 POINTS</th>
<th>4 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diary Completion</td>
<td>The speech is informal.</td>
<td>The speech uses mostly formal language.</td>
<td>The speech uses formal language.</td>
<td>The speech remains formal, with using different kinds of language.</td>
</tr>
<tr>
<td></td>
<td>The speech is not complete.</td>
<td>The speech is mostly complete.</td>
<td>The speech is complete.</td>
<td>The speech is complete.</td>
</tr>
<tr>
<td>Research Sources</td>
<td>Several sources are not credible.</td>
<td>Most sources are credible.</td>
<td>All sources are credible.</td>
<td>All sources are credible, current.</td>
</tr>
<tr>
<td></td>
<td>Research is missing several key ideas.</td>
<td>Research gathers some important supporting details.</td>
<td>Research gathers many important supporting details.</td>
<td>Research focuses on the key facts.</td>
</tr>
<tr>
<td></td>
<td>Unsupported by evidence.</td>
<td>Evidence from the text.</td>
<td>Evidence from the text.</td>
<td>Evidence from the text.</td>
</tr>
<tr>
<td></td>
<td>Each diary entry is complete.</td>
<td>Each diary entry is complete.</td>
<td>Each diary entry is complete.</td>
<td>Each diary entry is complete.</td>
</tr>
<tr>
<td>Research</td>
<td>Struggle to call the audience to action.</td>
<td>Research makes a compelling argument; utilizing the research.</td>
<td>The speech makes an argument, referring to the research, and may or may not call the audience to action.</td>
<td>The speech makes a compelling argument; utilizing the research.</td>
</tr>
<tr>
<td></td>
<td>Research gathers many important supporting details.</td>
<td>Research gathers some important supporting details.</td>
<td>Supporting facts may be conspicuous.</td>
<td>Key facts, and some key ideas and details that support the research are separated.</td>
</tr>
<tr>
<td></td>
<td>Supporting facts may be conspicuous.</td>
<td>Key facts, and some key ideas and details that support the research are separated.</td>
<td>Important details are separated.</td>
<td>Important details are separated.</td>
</tr>
<tr>
<td></td>
<td>Research focuses on the key facts.</td>
<td>Research gathers some important supporting details.</td>
<td>Supporting facts may be conspicuous.</td>
<td>Key facts, and some key ideas and details that support the research are separated.</td>
</tr>
<tr>
<td>Argument</td>
<td>Struggle to call the audience to action.</td>
<td>Research makes a compelling argument; utilizing the research.</td>
<td>The speech makes an argument, referring to the research, and may or may not call the audience to action.</td>
<td>The speech makes a compelling argument; utilizing the research.</td>
</tr>
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<td>Research makes a compelling argument; utilizing the research.</td>
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<td>Language</td>
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</tbody>
</table>

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.
Analyze a Map

Meet the map.

What is the title? Is there a scale and compass?

What is in the legend?

Type (check all that apply):
- Political
- Exploration
- Land Use
- Census
- Topographic/Physical
- Survey
- Transportation
- Other
- Aerial/Satellite
- Natural Resource
- Military
- Relief (Shaded or Raised)
- Planning
- Population/Settlement

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?
Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):
- Portrait
- Landscape
- Aerial/Satellite
- Action
- Architectural
- Event
- Family
- Panoramic
- Posed
- Candid
- Documentary
- Selfie
- Other

Is there a caption?  yes  no

Observe its parts.

List the people, objects and activities you see.

PEOPLE | OBJECTS | ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?
Analyze a Sound Recording

**Anticipate.**

What is the title?  What do you think you will hear?

**Meet the sound recording.**

Type (check all that apply):
- Campaign Speech
- Musical Performance
- Convention
- News Report
- Radio

Policy Speech
- Entertainment
- Court Arguments
- Interview
- Podcast

Speech to or in Congress
- Press Conference
- Testimony
- Discussion
- Other

Elements (check all that apply):
- Live broadcast
- Narration
- Conversation
- Music

- Commentary
- Sound effects
- Studio recording
- Background sounds

What is the mood or tone?

**Observe its parts.**

*List the people and topics you hear.*

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>TOPICS</th>
</tr>
</thead>
</table>

Write one sentence summarizing this sound recording.

**Try to make sense of it.**

When is this sound recording from?  What was happening at the time in history it was created?

Who made it?  Who do you think is the intended audience?

How do you think the creator wanted the audience to respond? List evidence from the sound recording or your knowledge about who made it that led you to your conclusion.

**Use it as historical evidence.**

What did you find out from this sound recording that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?
Analyze a Written Document

Meet the document.

Type (check all that apply):
- Letter
- Speech
- Patent
- Telegram
- Court document
- Chart
- Newspaper
- Advertisement
- Press Release
- Memorandum
- Report
- Email
- Identification document
- Presidential document
- Congressional document
- Other

Describe it as if you were explaining to someone who can’t see it.
*Think about:* Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?
Cause and Effect Graphic Organizer

Title: ____________________________________________

Causes

Why did it happen?

Effects

What happened?

Why did it happen?

What happened?

Why did it happen?

What happened?

Why did it happen?
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>

Title: _____________________________

Cause-effect chart
Comparison Chart Graphic Organizer

Title: ________________________________

Topic:

Alike:

Different:
Describing Wheel

Add describing words about your topic between the spokes.
E-Chart

Write the main idea on the left line. Write details that support on each line of the “E”.
Five W's Chart
Fill in each row with details that answer the question.

<table>
<thead>
<tr>
<th>What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who was there?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Flow Chart Graphic Organizer

Title: _____________________________
Garden Gate

Add details on each board.
## Internal and External Conflict Worksheet

Internal conflict is when a character has a struggle within himself or herself. External conflict is when a character has a struggle with another character or outside being.

**Directions:** Give an example of a character with internal and external conflict from the text.

<table>
<thead>
<tr>
<th>Number</th>
<th>Conflict Type</th>
<th>Citation / Textual Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Internal Conflict</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>External Conflict</td>
<td></td>
</tr>
<tr>
<td>Supports Main Idea</td>
<td>Key Details</td>
<td>Text Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
</tbody>
</table>

Title: ____________________________________

Key Details and Main Idea
Key Events

Title: ______________________________________

Beginning

Middle

End
K-W-L Chart

Title: __________________________________________

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ladder

Add details on the writing lines.

Topic ____________________________
Main Idea and Key Details Graphic Organizer

Title: ______________________________

Main idea:

Key Detail:

Key Detail:

Key Detail:
Sequence Chart

Title: _________________________________

| Event 1 |   |
|----------------|

| Event 2 |   |
|----------------|

| Event 3 |   |
|----------------|

| Event 4 |   |
|----------------|

| Event 5 |   |
|----------------|

| Event 6 |   |
|----------------|
Story Map 1
Write notes in each section.

Setting:       Time:       Place:

Characters:

Problem:

Plot/Events:

Resolution:
Story Sequence Chart

Title: __________________________________________

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td></td>
</tr>
<tr>
<td>1. First</td>
<td></td>
</tr>
<tr>
<td>2. Next</td>
<td></td>
</tr>
<tr>
<td>3. Then</td>
<td></td>
</tr>
<tr>
<td>4. Last</td>
<td></td>
</tr>
</tbody>
</table>
## T-Chart

**Title:** ____________________________________________________________________

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Three Sorting Circles Graphic Organizer

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Three Column Chart

Title: ________________________________
Ticktacktoe

Write notes in each section.

Topic __________________________________________________________
Two Sorting Boxes Graphic Organizer

Title: _________________________________
Two-Column Chart

Title: _____________________________________________________________

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Web Graphic Organizer

Title: ____________________________
Web A Graphic Organizer

Title: ______________________________________
Web B Graphic Organizer

Title: __________________________________________________________