

*my*Perspectives™

ENGLISH LANGUAGE ARTS



Jump Start

Ask students to think about something in their lives that really matters to them. It may be something they are willing to work hard for and never give up on. How would they describe the importance of it? What would they be willing to do to achieve it?

What Matters

Ask students what the word/phrase *what matters* suggests to them. Point out that as they work through this unit, they will read many examples about what matters to people.

Video

Project the introduction video in class, ask students to open the video in their interactive textbooks, or have students scan the Bounce Page icon with their phones to access the video.

Discuss It If you want to make this a digital activity, go online and navigate to the Discussion Board. Alternatively, students can share their responses in a class discussion.

Block Scheduling

Each day in this pacing calendar represents a 40–50 minute class period. Teachers using block scheduling may combine days to reflect their class schedule. In addition, teachers may revise pacing to differentiate and support core instruction by integrating components and resources as students require.



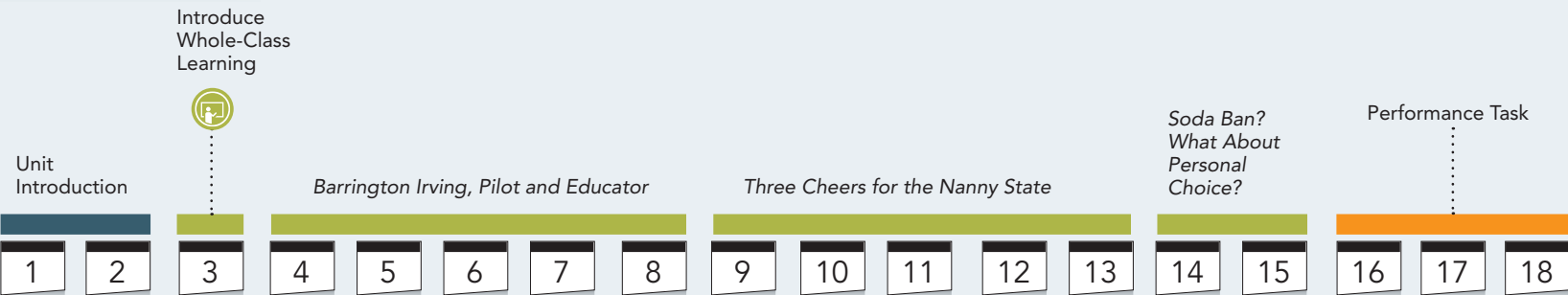
Sometimes standing up means refusing to back down.



Philippe Petit Tightrope Walk on The Sydney Harbour Bridge

Discuss It What might encourage a person to willingly face danger?
Write your response before sharing your ideas.

Pacing Plan



UNIT 3

UNIT INTRODUCTION

ESSENTIAL QUESTION:

When is it right to take a stand?

LAUNCH TEXT
ARGUMENT MODEL
Freedom of the Press?



WHOLE-CLASS
LEARNING

ANCHOR TEXT: MAGAZINE ARTICLE

Barrington Irving,
Pilot and Educator
National Geographic



SMALL-GROUP
LEARNING

SPEECH

Words Do Not Pay
Chief Joseph



INDEPENDENT
LEARNING

NEWS ARTICLE

Hometown Product
Marlen Esparza Given
a Hero's Welcome
Y.C. Orozco



ANCHOR TEXT: OPINION PIECE

Three Cheers for
the Nanny State
Sarah Conly



MEMOIR

from Follow the
Rabbit-Proof Fence
Doris Pilkington



MEMOIR

Through My Eyes
Ruby Bridges



ANCHOR TEXT: OPINION PIECE

Soda Ban? What
About Personal
Choice?
Katrina Trinko



MEDIA: VIDEO

The Moth Presents:
Aleeza Kazmi



POETRY

The Unknown Citizen
W. H. Auden



BIOGRAPHY

Harriet Tubman:
Conductor on
the Underground
Railroad
Ann Petry



PERFORMANCE TASK

WRITING FOCUS:
Write an Argument

PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS:
Present an Argument Skit

PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Argument

PERFORMANCE-BASED ASSESSMENT

Argument: Essay and Oral Presentation

PROMPT:

How can people determine what matters to them and make their own choices in life?

When is it right to take a stand?

Introduce the Essential Question and point out that students will respond to related prompts.

- **Whole-Class Learning** What does Barrington Irving do when he encounters an obstacle in life?
- **Small-Group Learning** How does Irving respond to a challenge?
- **Performance-Based Assessment** How do you know when an issue is worth fighting for?

Using Trade Books

Refer to the Teaching with Trade Books section for suggestions on how to incorporate the following thematically-related titles into this unit:

- Roll of Thunder, Hear My Cry* by Mildred Taylor
- Does My Head Look Big in This? by Randa Abdel-fattah
- Farewell to Manzanar* by Jeanne Wakatsuki Houston

Introduce
Small-Group
Learning



Words Do Not Pay

from Follow the
Rabbit-Proof Fence

Media: The
Moth Presents:
Aleeza Kazmi

Performance
Task

Introduce
Independent
Learning



Independent
Learning

Performance-Based
Assessment



About the Unit Goals

These unit goals were backward designed from the Performance-Based Assessment at the end of the unit and the Whole-Class and Small-Group Performance Tasks. Students will practice and become proficient in many more standards over the course of this unit.

Unit Goals

Review the goals with students and explain that as they read and discuss the selections in this unit, they will improve their skills in reading, writing, research, language, and speaking and listening.

Reading Goals Tell students they will read and evaluate an argumentative essay. They will also read a news article, a memoir, poetry, and a biography to better understand the ways writers express ideas.

Writing and Research Goals Tell students that they will learn the elements of argumentative essay writing. They will also write their own argumentative essay. Students will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence. They will conduct research to clarify and explore ideas.

Language Goal Tell students that they will develop a deeper understanding of conventions of standard English grammar and usage. They will then practice usage of nouns, pronouns, adjectives, and adverbs, and sentence structure in their own writing.

Speaking and Listening Explain to students that they will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

HOME Connection

A Home Connection letter to students' parents or guardians is available in myPerspectives+. The letter explains what students will be learning in this unit and how they will be assessed.

Unit Goals

Throughout this unit you will deepen your perspective about what it means to stand up for things that matter, by reading, writing, speaking, listening, and presenting. These goals will help you succeed on the Unit Performance-Based Assessment.

Rate how well you meet these goals right now. You will revisit your rankings later when you reflect on your growth during this unit.

	1	2	3	4	5
	NOT AT ALL WELL	NOT VERY WELL	SOMEWHAT WELL	VERY WELL	EXTREMELY WELL
READING GOALS					
Evaluate written arguments by analyzing how authors state and support their claims.					
Expand your knowledge and use of academic and thematic vocabulary.					
WRITING AND RESEARCH GOALS					
Write an argumentative essay in which you effectively incorporate the key elements of an argument.					
Conduct research projects of various lengths to explore a topic and clarify meaning.					
LANGUAGE GOAL					
Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure.					
SPEAKING AND LISTENING GOALS					
Collaborate with your team to build on the ideas of others, develop consensus, and communicate.					
Integrate audio, visuals, and text in presentations.					

STANDARDS
Language
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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AUTHOR'S PERSPECTIVE Ernest Morrell, Ph.D.

Goals and Identity Setting and meeting goals is closely linked to our sense of self, so it is important to help students learn to think of themselves as powerful readers, writers, and speakers. Introduce the importance of goal setting by comparing it to the actions of outstanding high school athletes. How do these athletes excel and make it to the college or

professional level? They continue to improve by establishing and working to reach challenging new goals. Then ask students: "What goals do you need to set in order to continue to develop as a powerful reader? As a skilled writer? As an effective speaker?" Have students decide on their own goals and write them down. As they

Academic Vocabulary: Argument

Academic terms appear in all subjects and can help you read, write, and discuss with more precision. Here are five academic words that will be useful to you in this unit as you write arguments.

Complete the chart.

1. Review each word, its root, and the mentor sentences.
2. Use the information and your own knowledge to predict the meaning of each word.
3. For each word, list at least two related words.
4. Refer to the dictionary or other resources if needed.

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
retort ROOT: -tort- "twist"	1. His grumpy <i>retort</i> made me sorry I had asked the question. 2. I fired off a <i>retort</i> so clever she couldn't think of anything to add.		<i>contort, torture</i>
candid ROOT: -cand- "shine, white"	1. Take a <i>candid</i> photo of us so that we look like we do in real life. 2. I wish she were more <i>candid</i> with me; I never know what she means.		
rectify ROOT: -rect- "straight"	1. I will try to <i>rectify</i> the situation, but I think things are beyond fixing. 2. Don't worry, I will <i>rectify</i> the problem as soon as I get to the office.		
inspect ROOT: -spec- "to look"	1. He will <i>inspect</i> the document to see what it is about. 2. Every year, I <i>inspect</i> my wool sweaters for moth holes.		
verify ROOT: -ver- "truth"	1. Can you please <i>verify</i> that your name is correct on this form? 2. The claim isn't valid because no one can <i>verify</i> the source of the information on which it is based.		

Academic Vocabulary: Argumentative Essay

Introduce the blue academic vocabulary words in the chart on the student page. Point out that the root of each word provides a clue to its meaning. Discuss the mentor sentences to ensure students understand each word's usage. Students should also use the mentor sentences as context to help them predict the meaning of each word. Check that students are able to fill the chart in correctly. Complete pronunciations, parts of speech, and definitions are provided for you. Students are only expected to provide the definition.

Possible responses

verify v. (VEHR uh fy)

Meaning: to prove to be true
Additional words related to root *-ver-*: verifiable, verification

Inspect v. (ihn SPEHKT)

Meaning: to look at carefully
Additional words related to root *-spec-*: inspection, inspector

rectify v. (REHK tuh fy)

Meaning: to correct; to set right
Additional words related to root *-rect-*: rectification, rectifiable

Candid adj. (KAN dihd)

Meaning: very honest; informal, unposed
Additional words related to root *-cand-*: candidly, candidness

retort (rih TAWRT)

Meaning: v. to reply quickly, sharply; n. a witty, sharp reply
Additional words related to root *-tort-*: retorter, retortion

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PERSONALIZE FOR LEARNING

English Language Support

Cognates Many of the academic words have Spanish cognates. Use these cognates with students whose home language is Spanish.

ALL LEVELS PII.12

verify – verificar

inspect – inspeccionar

rectify – rectificar

Purpose of the Launch Text

The Launch Text provides students with a common starting point to address the unit topic. After reading the Launch Text, all students will be able to participate in discussions about what matters.

Lexile: 1000 The easier reading level of this selection makes it perfect to assign for homework. Students will need little or no support to understand it.

Additionally, “Freedom of the Press?” provides a writing model for the Performance-Based Assessment students complete at the end of the unit

LAUNCH TEXT | ARGUMENT MODEL

This text presents an **argument**, a type of writing in which an author states and defends a position on a topic. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

As you read, look at the way the writer builds a case. Mark the text to answer this question: What is the writer’s position, and how does he or she support it?

Freedom of the Press?

Launch Text: Argument Model

In “Freedom of the Press?” students are introduced to the idea that this concept might not apply to them. Point out that the writer is making an argument here. As they read, students should determine what the argument is. They should identify the writer’s thesis statement. As the writer makes points throughout the article, students should identify the evidence given as support. Identifying all of these features will help prepare students for making arguments of their own.

Encourage students to read this text on their own and annotate unfamiliar words and sections of text they think are particularly important.

AUDIO SUMMARIES

Audio summaries of “Freedom of the Press?” are available in both English and Spanish in the Interactive Teacher’s Edition or Unit Resources. Assigning these summaries before students read the Launch Text may help them build additional background knowledge and set a context for their reading.

NOTES

- T**he First Amendment of the U.S. Constitution gives newspapers, magazines, and other publications the right to print whatever they see fit, without interference from the government. The framers of the Constitution felt that a free press is vital to a democratic society.
- But all this breaks down when schools are involved. It turns out, there’s a difference between “free press” and your local high school newspaper.
- The difference is technical. The First Amendment prevents the government from censoring the press. But private publishers can censor whatever they want. Since schools and school districts pay for the student newspaper’s printing and publication, they are private publishers. This means that they can edit articles as they see fit. They can even pull them without notice.
- This is a tough lesson for budding journalists. But they haven’t taken it lying down. They’ve fought back. One case even made it to the Supreme Court, in *Hazelwood School District v. Kuhlmeier*.
- Here are the facts. In 1983, students at Hazelwood High, a public high school near St. Louis, Missouri, saw two pages missing from their school newspaper, *The Spectrum*. They found out that the principal, Robert Reynolds, had pulled two of the articles after finding them unfit for publication. One article, about teen pregnancy, contained interviews with pregnant students whose names were changed; the other article dealt with divorce.
- Principal Reynolds said the pregnancy article was not appropriate for a high school audience, and, besides, the girls’

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CROSS-CURRICULAR PERSPECTIVES

Social Studies What is Freedom of the Press? Share the First Amendment with the class. Initiate a discussion about why the founders included this in the Constitution and why it is still important today.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

identities would have come out in such a small school. His problem with the divorce article was that it was not “fair and balanced.” He didn’t like the way it criticized parents without providing their side of the story.

- 7 Students were outraged and sued the school. They argued that the issue was not the content of the articles, but whether the school had the right to pull them.
- 8 In 1988, the Supreme Court ruled 5–3 in favor of the school. The ruling said that while students “do not shed their first amendment rights at the schoolhouse gate,” no school should tolerate activities “inconsistent with its basic educational mission.” In other words, when student expression is school-sponsored, it can be censored—as long as those doing the censoring have valid educational reasons. The law now varies from state to state. States that disagree with parts of the ruling have their own laws giving students more freedom of expression.
- 9 Courts see a school setting as unique, so students are treated differently from other citizens. And while some educators are happy to give student journalists a platform for their ideas and observations, others may censor or pull articles at any time.
- 10 The framers of the Constitution believed that if governments could censor opinions they didn’t like, the public would be less educated about what’s going on. Given that it’s a school’s job to educate, limiting students’ free speech is counterproductive. Young people don’t have to be spoon-fed ideas or told what beliefs are “appropriate.” The more opinions they are exposed to the better equipped they’ll be to handle the issues they’ll face later in life. 🐼

NOTES

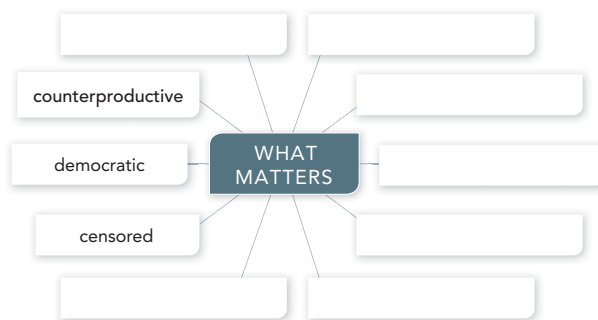
Word Network for What Matters

Tell students that they can fill in the Word Network as they read texts in the unit, or they can record the words elsewhere and add them later. Point out to students that people may have personal associations with some words. A word that one student this is related to the concept of what matters might note be a word another student would pick. However, students should feel free to add any word they personally think is relevant to their Word Network. Each person’s Word Network will be unique. If you choose to print the Word Network, distribute it to students at this point so they can use it throughout the rest of the unit.

WORD NETWORK FOR WHAT MATTERS

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the idea of taking a stand and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *counterproductive*, *democratic*, and *censored*. Continue to add words as you complete this unit.

 **Tool Kit**
Word Network Model



Freedom of the Press? 259

AUTHOR’S PERSPECTIVE: Elfrieda Hiebert, Ph.D.

Word Networks Vary by Word

Type Concept maps or nets—the graphic organizers that help students understand the essential attributes, qualities, or characteristics of a word’s meaning – vary depending on the type of word they help capture. For example, maps for concepts that explain phenomenon

about the physical world and those that describe features of people and social situations can be different.

- In concept maps related to physical phenomenon, the words are typically not synonyms; rather, they are connected by topic. For example, for the topic *press*, the words *magazine*,

newspaper, *newscast*, and *podcast* all have different meanings, but each could be used in a word network.

- Concept maps about people and social situations contain words that have subtle differences in meaning and cannot necessarily be substituted for one another. For example, for a network

Summary

Have students read the introductory paragraph. Provide them with tips for writing a summary:

- Write in the present tense
- Make sure to include the title of the work.
- Be concise: a summary should not be equal in length to the original text.
- If you need to quote the 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.
- If necessary, students can refer to the Tool Kit for help in understanding the elements of a good summary.

See possible summary on Student page.

Possible responses: In this argument, the author explains a detail of the law that surprises many young people. The first amendment guarantees freedom of the press. But that means freedom from government censorship; a private publisher can do whatever it wants with what its writers provide. In a case in the 1980s, students sued their school for refusing to print certain articles they had written for the school newspaper. The Supreme Court ruled that the school could refuse to print things when it had a valid educational reason not to. The author argues that the court shouldn't have, and that students should be able to print whatever they want regardless of what the school thinks is educational.

Launch Activity

Explain to students that as they work on this unit they will have many opportunities to discuss how people determine what matters to them and make their own choices in life. Remind students that solid arguments contain facts and evidence. Throughout the unit students will have opportunities to consider arguments made by others and determine if they agree or disagree. This will help them in formulating their own arguments. Remind students to listen to each other and respect each other's opinions.

Summary

Write a summary of "Freedom of the Press?" A **summary** is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.

Possible responses:

In this argument, the author explains a detail of the law that surprises many young people. The first amendment guarantees freedom of the press. But that means freedom from government censorship; a private publisher can do whatever it wants with what its writers provide. In a case in the 1980s, students sued their school for refusing to print certain articles they had written for the school newspaper. The Supreme Court ruled that the school could refuse to print things when it had a valid educational reason not to. The author argues that the court shouldn't have, and that students should be able to print whatever they want regardless of what the school thinks is educational.

Launch Activity

Draft a Thesis Statement Think about this question: How do people determine what matters to them and make their own choices in life? Consider your response by completing this statement:
Some of the things people should bear in mind when making important decisions are

- On a sticky note, record a brief phrase to complete the statement.
- Place all sticky notes with suggestions on the board, then read the suggestions aloud. Work together to group ideas that are related.
- As a class, decide which phrase or phrases best complete the statement. Students may vote for one, two, or three phrases.
- Place a tally mark on the notes that list your choices.
- Use the tally results to create a class thesis statement.
- Edit the thesis statement to make it strong and effective. If necessary, reword or eliminate one or more of the selected phrases.

WHOLE-CLASS LEARNING

When is it right to take a stand?

A person may be willing to work very hard and even sacrifice for something that is really important to him or her. During Whole-Class Learning, students will read selections about people who faced challenges and overcame obstacles—because something mattered so much to them that they could not give up until they had achieved it.

Whole-Class Learning Strategies

Review the Learning Strategies with students and explain that as they work through Whole-Class Learning they will develop strategies to work in large-group environments.

- Have students watch the video on Whole-Class Learning Strategies.
- A video on this topic is available online in the Professional Development Center.

You may wish to discuss some action items to add to the chart as a class before students complete it on their own. For example for “Monitor Understanding” you might solicit the following from students:

- Students should notice what information they already know and be ready to build on it.
- Students should ask for help if they are struggling.

Block Scheduling

Each day in this Pacing Plan represents a 40–50 minute class period. Teachers using block scheduling may combine days to reflect their class schedule. In addition, teachers may revise pacing to differentiate and support core instruction by integrating components and resources as students require.

Pacing Plan



OVERVIEW: WHOLE-CLASS LEARNING

ESSENTIAL QUESTION:

When is it right to take a stand?

What issues are worth defending? In today’s complex world, it’s important to get our priorities straight. Each of us must decide for ourselves what matters most—a principle, another human being, or the right to express ourselves. As you read, you will work with your whole class to explore some of the issues that have caused people to go out on a limb.

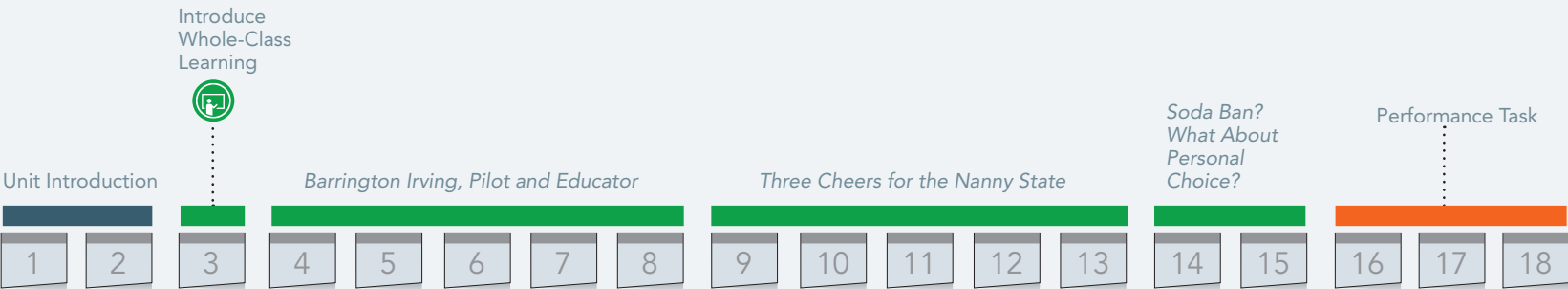
Whole-Class Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work in large-group environments.

Review these strategies and the actions you can take to practice them as you work with your whole class. Add ideas of your own for each category for each step. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	ACTION PLAN
Listen actively	<ul style="list-style-type: none">• Eliminate distractions. For example, put your cell phone away.• Keep your eyes on the speaker.•
Clarify by asking questions	<ul style="list-style-type: none">• If you’re confused, other people probably are, too. Ask a question to help your whole class.• If you see that you are guessing, ask a question instead.•
Monitor Understanding	<ul style="list-style-type: none">• Notice what information you already know and be ready to build on it.• Ask for help if you are struggling.•
Interact and share ideas	<ul style="list-style-type: none">• Share your ideas and answer questions, even if you are unsure.• Build on the ideas of others by adding details or making a connection.•

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CONTENTS

ANCHOR TEXT: MAGAZINE ARTICLE

Barrington Irving, Pilot and Educator

National Geographic

When a poor kid from Miami learns to fly, his life really takes off.

► MEDIA CONNECTION: Barrington Irving: Got 30 Dollars in My Pocket



ANCHOR TEXT: OPINION PIECE

Three Cheers for the Nanny State

Sarah Conly

Is being told what to do actually in our interests?



ANCHOR TEXT: OPINION PIECE

Soda Ban? What About Personal Choice?

Katrina Trinko

When food choices are regulated, we stop thinking for ourselves.



PERFORMANCE TASK

WRITING FOCUS

Write an Argument

The Whole-Class readings focus on individuals who have taken a stand for or against something they felt strongly about. After reading, you will research some of these and write an essay detailing your findings.

Contents

Anchor Texts Preview the anchor texts and video with students to generate interest. Encourage students to discuss other texts they may have read or movies or television shows they may have seen that deal with the issues of people standing up for what matters to them.

You may wish to conduct a poll to determine which selection students think looks more interesting and discuss the reasons for their preference. Students can return to this poll after they have read the selections to see if their preference changed.

Performance Task

Writing an Argument Explain to students that after they have finished reading the selections, they will write an argumentative essay. To help them prepare, encourage students to think about the topic as they progress through the selections and as they participate in the Whole-Class Learning experience.

COMPARE

Introduce
Small-Group
Learning



Thank You, M'am

from An
American
Childhood

Media: Urban
Farming Is
Growing
a Greener
Future

Introduce Independent
Learning



Performance-Based
Assessment

Performance Task

Independent
Learning



Barrington Irving

AUDIO SUMMARIES

Audio summaries of “Barrington Irving” are available in both English and Spanish in the Interactive Teacher’s Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This magazine article from National Geographic is about an impressive man named Barrington Irving. Despite his difficult upbringing, he became an expert on aviation. At age 23 he became the youngest person – and only African-American – ever to fly solo around the world. Irving recommends determination above all; if you confidently pursue what you want, you can probably do more than you think you’re capable of. He now runs a nonprofit group to help more kids get into aviation, and the math and science that relates to it.

Insight

Barrington Irving’s life story helps show that no matter what your background, you are capable of doing great things when you put your heart into them.

ESSENTIAL QUESTION

When is it right to take a stand?

Connection to Essential Question

Irving stood up and pursued his goals, even when people didn’t think he could achieve them. Through careful, diligent work, he achieved.

WHOLE-CLASS LEARNING PERFORMANCE TASK

How can a city, school, or other local organization help people learn to avoid unhealthy eating and drinking habits?

Connection to Performance Tasks

Whole-Class Learning Performance Task This selection is not directly relevant to the Whole-Class Learning Task, but it shows the power of individuals and small organizations to transform habits.

Unit Performance-Based Assessment Irving realized what he wanted to pursue when he had a chance to sit in a plane’s cockpit. Seeing something that you could do in the future is immensely motivating.

UNIT PERFORMANCE-BASED ASSESSMENT

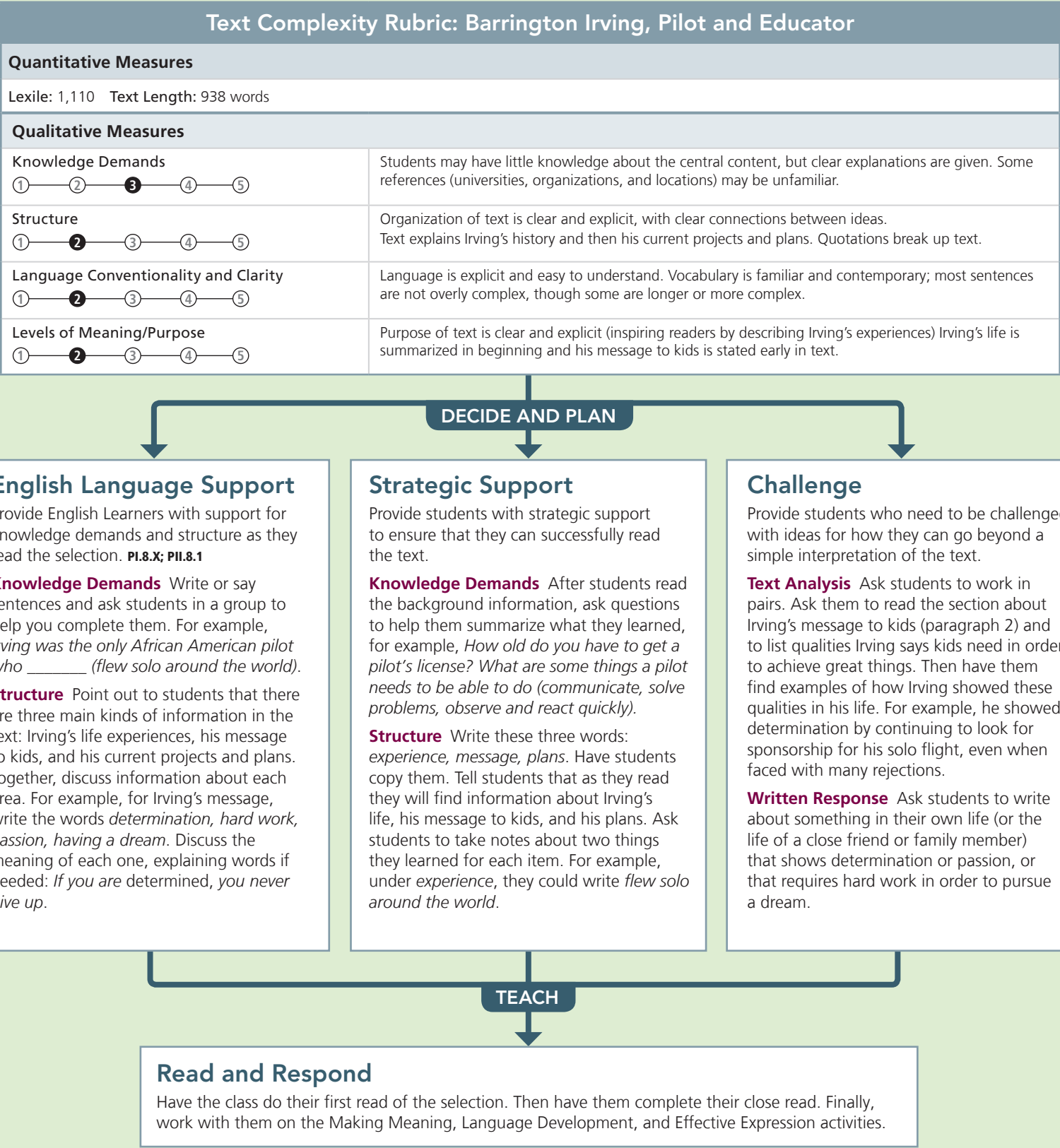
How can people determine what matters to them and make their own choices in life?



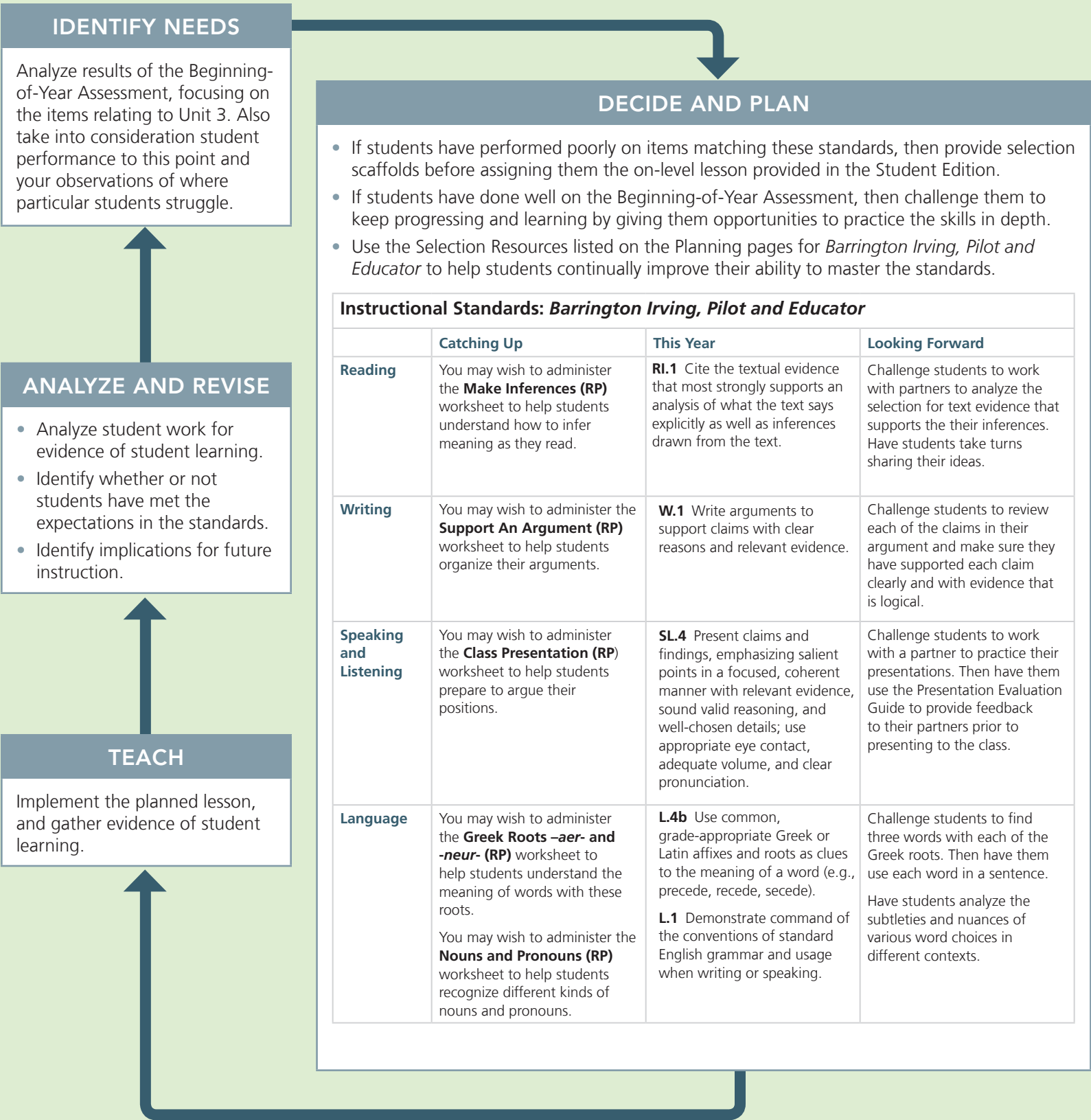
LESSON RESOURCES

	Making Meaning	Language Development	Effective Expression
Lesson	First Read Close Read Analyze the Text Analyze Craft and Structure	Concept Vocabulary Word Study Conventions	Writing to Sources Speaking and Listening
Instructional Standards	RL.1 Cite the textual evidence that most strongly supports an analysis . . . RL.3 Analyze how a text makes connections . . .	L.1 Demonstrate command of the conventions of standard English grammar. . . L.2 Demonstrate command of the conventions of standard English capitalization . . . L.2c Spell correctly. L.4 Determine or clarify the meaning of unknown and multiple meaning words or phrases . . . L.4b Use common, grade-appropriate Greek or Latin affixes and roots . . .	W.1 Write arguments to support claims . . . SL.1 Engage effectively in a range of collaborative discussions . . . SL.3 Delineate a speaker's argument and specific claims . . . SL.4 Present claims and findings . . .
STUDENT RESOURCES			
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Read Guide: Nonfiction Close-Read Guide: Nonfiction		Evidence Log
TEACHER RESOURCES			
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Annotation Highlights EL Highlights English Language Support Lesson: Skill Analyze Craft and Structure: Make Inferences	Concept Vocabulary and Word Study Conventions: Nouns and Pronouns	Writing to Sources: Support An Argument Speaking and Listening: Class Presentation
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	Analyze Craft and Structure: Make Inferences (RP)	Word Study: Greek Roots -aer- and -neur- (RP) Conventions: Nouns and Pronouns (RP)	Writing to Sources: Support An Argument (RP) Speaking and Listening: Class Presentation (RP)
Assessment Available online in Assessments	Selection Test		
My Resources	A Unit 3 Answer Key is available online and in the Interactive Teacher's Edition.		

Reading Support



Standards Support Through Teaching and Learning Cycle



Jump Start

FIRST READ Has anyone ever told you can't do something? Have you ever believed that there was a dream that was out of reach? Sometimes all it takes is one person to believe or to tell you to believe in yourself. Have students think about dreams they have and how they can work towards achieving them.

Barrington Irving: Pilot and Educator

Who was Barrington Irving? What did he do that was important? What makes him unique? Why are we reading about him? Modeling questions such as these will help students connect to "Barrington Irving: Pilot and Educator" and to the Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher's Edition.

Concept Vocabulary

Support students as they rank their words. Ask if they've ever heard, read or used them. Reassure them that the definitions for these words are listed in the selection.

FIRST READ

As they read, students should perform the steps of the first read:

NOTICE: You may want to encourage students to notice who this article is about, why Irving is featured and what he has done.

ANNOTATE: Remind students to mark passages that provide evidence to support the idea that Barrington Irving is a unique and noteworthy individual.

CONNECT: Encourage students to go beyond the text to make connections to their own lives. Have students consider what influence caused Irving to believe in himself, the impact that had on his life and how they could apply that idea to their own dreams.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the **First-Read Guide: Nonfiction** for students to use.



MAKING MEANING

About the Publication
National Geographic
(originally named *The National Geographic Magazine*) has been published continuously for more than 125 years. It is famous for its informational articles on history, geography, and culture around the world. Early in its life, the magazine became equally celebrated for the quality and content of its photography, which has remained a standard that many try to match.

Tool Kit
First-Read Guide and Model Annotation

- STANDARDS**
Reading Informational Texts
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (e.g., through comparisons, analogies, or categories).

Barrington Irving, Pilot and Educator

Concept Vocabulary

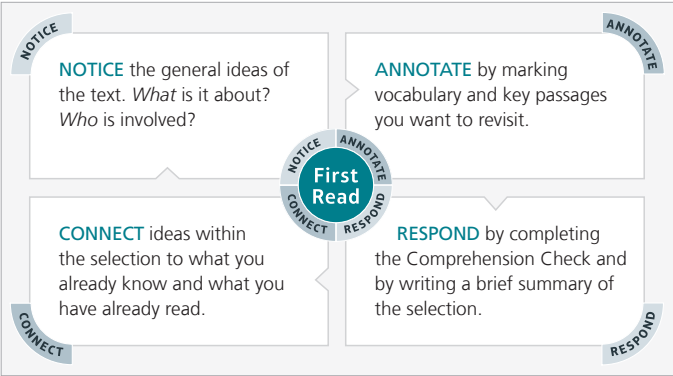
As you conduct your first read of "Barrington Irving, Pilot and Educator" you will encounter these words. Before reading, note how familiar you are with each word. Then rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
aeronautical	
engineering	
simulator	
de-icing	
expedition	
panoramic	

After completing your first read, review your original rankings. If any of your rankings have changed, mark them.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



AUTHOR'S PERSPECTIVE Kelly Gallagher, M.Ed.

The Value of Rereading To get the most out of a text, it is important for students to move beyond surface-level comprehension into deeper, inferential meaning that yields insights and understanding. Give students re-reading strategies that allow them to break free from the habit of complaining, "I read it, but I don't get it" by having them ask themselves the following three questions, in order, as they read:

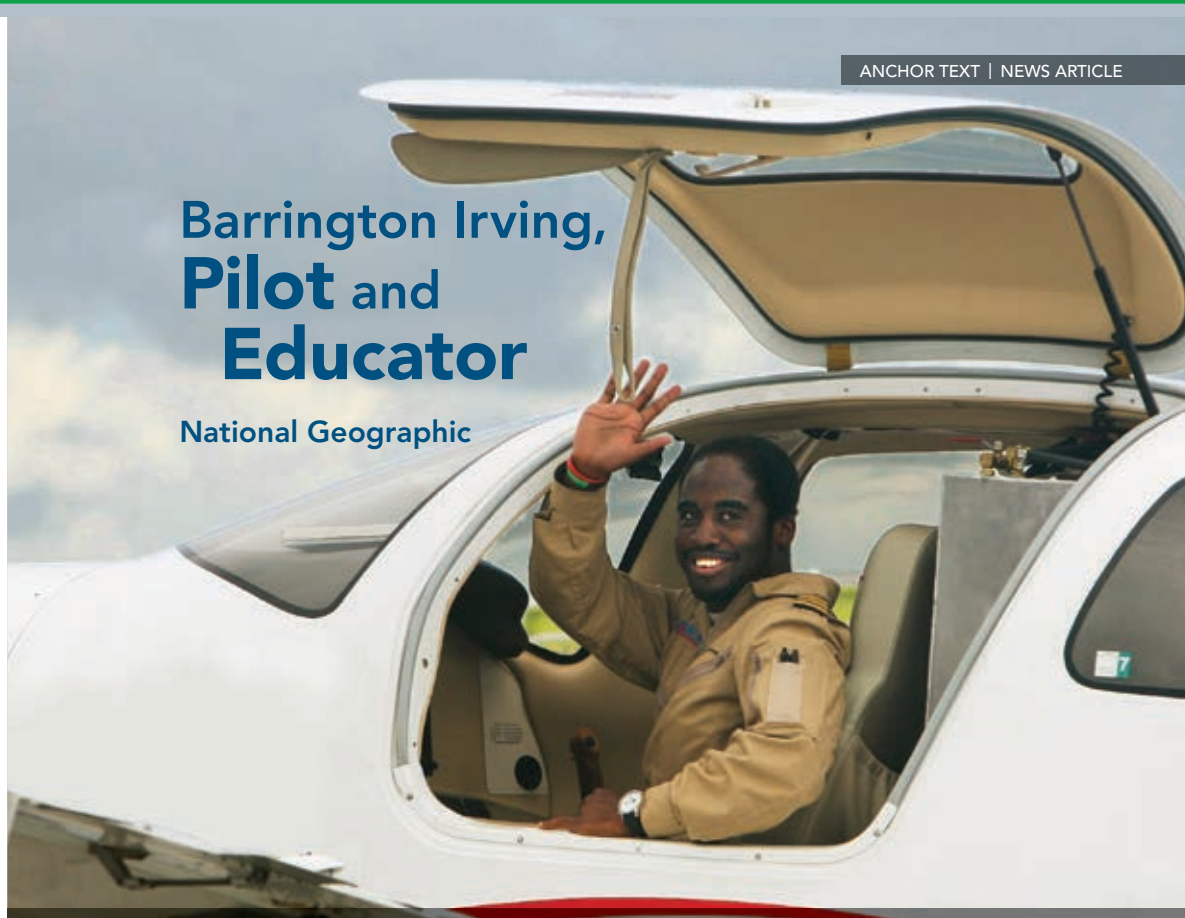
1. What does it say?
2. What does it mean?
3. How is it said?
4. Why does it matter?

Question 1 taps literal comprehension, which readers must do before they can move on to uncovering deeper meaning in a text. Question 2 requires students to return to the text to provide



Barrington Irving, Pilot and Educator

National Geographic



BACKGROUND

One way to travel around the world is to become a pilot. In order to get a professional pilot's license, a person must be at least eighteen years old, pass a written exam, and practice flying for over 1,000 hours. Pilots need to be able to communicate clearly, solve problems, observe and react quickly, and know how to use aircraft computer and navigation systems.

SCAN FOR
MULTIMEDIA



¹ Barrington Irving is very good at rising above obstacles. Literally. Raised in Miami's inner city, surrounded by crime, poverty, and failing schools, he beat the odds to become the youngest person and only African American ever to fly solo around the world. He built a plane himself, made his historic flight, graduated magna cum laude¹ from an aeronautical science program, and founded a dynamic educational nonprofit. Then he turned 28.

1. **magna cum laude** (MAG nuh kum LOW duh) with high honors.

NOTES

aeronautical (air uh NAW tuh kuh) *adj.* related to the science of flight

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CLOSER LOOK

Analyze Author's Purpose

Students may have marked paragraph 1 during their first read. Use this paragraph to help students understand why the author wrote this article about Barrington Irving. Encourage them to talk about the annotations that they marked. You may want to model a close read with the class based on the highlights shown in the text.

ANNOTATE: Have students mark details in paragraph 1 that demonstrate that Mr. Irving was news-worthy, or have students participate while you highlight them.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from Mr. Irving's list of accomplishments, and accept student responses.

Possible response: Despite growing up in a rough place, Mr. Irving became a huge success and gave back to his community.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The author is about to give a more detailed narrative of Mr. Irving's life. He used this paragraph to set the stage—to get the reader excited to learn more.

Remind students that an **author's purpose** is his or her main reason for writing. For example, an author may want to entertain, inform, or persuade the reader. Sometimes an author is trying to teach a moral lesson or reflect on an experience. An author may also have more than one purpose. Have students discuss what they feel the author's purpose is here. Their answers may vary. Remind students to be respectful of each other's ideas.

Additional **English Language Support** is available in the Interactive Teacher's Edition.

CROSS-CURRICULAR PERSPECTIVES

Science In paragraph 1, students learn that Barrington Irving built an airplane. Have students research or provide background information about how an airplane works. Have students create diagrams of airplanes, historical or current, and label and explain the importance of each component for flight. Have students share their diagrams with the class.

CLOSE READ

How an author delivers a message can be as important as the message itself. Sometimes authors give the reader information in narrative form, sometimes through the character's own words, through dialogue. Both are effective tools, but serve different purposes. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included. You may also want to print copies of the Close-Read Guide: Nonfiction for students to use.

ANNOTATE: As I read paragraph 3, I notice and highlight the details that show what Barrington Irving said.

QUESTION: I notice the author used Barrington Irving's own words. I believe the purpose of this was to let the reader know exactly what made Irving Barrington do what he did.

CONCLUDE: I do not think it would have been as effective to write this another way. Using his own explanation of his motivation is very powerful. If the author simply told the reader what happened, it would not have the same impact.

NOTES

CLOSE READ

ANNOTATE: In paragraph 3, mark the words of dialogue.

QUESTION: What is the purpose of using direct quotes?

CONCLUDE: Would the text be as effective if a difference choice had been made?

engineering (ehn juh NIHR ihng) *n.* science of how to build things

simulator (SIHM yuh lay tuhr) *n.* machine that replicates an experience, such as what it's like to fly an airplane

"The only person who can stop you from doing something great is you."

de-icing (dee Y sihng) *adj.* used to remove ice from something

- 2 His message for kids: "The only thing that separates you from CEOs in corner offices or scientists in labs is determination, hard work, and a passion for what you want to achieve. The only person who can stop you from doing something great is you. Even if no one believes in your dream, you have to pursue it." The secret, he believes, is having a dream in the first place, and that starts with powerful learning experiences that inspire kids to pursue careers—particularly in science, technology, **engineering**, and math.
- 3 The moment of inspiration for Irving came at age 15 while he was working in his parents' bookstore. One of their customers, a Jamaican-born professional pilot, asked Irving if he'd ever thought about becoming a pilot. "I told him I didn't think I was smart enough; but the next day he gave me the chance to sit in the cockpit of the commercial airplane he flew, and just like that I was hooked. There are probably millions of kids out there like me who find science and exploration amazing, but lack the confidence or opportunity to take the next step."
- 4 To follow his dream, Irving turned down a full football scholarship to the University of Florida. He washed airplanes to earn money for flight school and increased his flying skills by practicing at home on a \$40 flight **simulator** video game.
- 5 Then another dream took hold: flying solo around the world. He faced more than 50 rejections for sponsorship before convincing several manufacturers to donate individual aircraft components. He took off with no weather radar, no **de-icing** system, and just \$30 in his pocket. "I like to do things people say I can't do." After 97 days, 26 stops, and dozens of thunderstorms, monsoons, snowstorms, and sandstorms, he touched down to a roaring crowd in Miami. "Stepping from the plane, it wasn't all the fanfare that changed my life. It was seeing so many young people watching and listening. I had no money, but I was determined to give back with my time, knowledge, and experience." He's been doing it ever since.
- 7 Irving's nonprofit organization,² Experience Aviation, aims to boost the numbers of youth in aviation and other science- and math-related careers. Middle and high school students attend
2. **nonprofit organization** company formed to provide a benefit to the community, which does not make money for its own gain.

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PERSONALIZE FOR LEARNING

English Language Support

Structure "Barrington Irving: Pilot and Educator" is an article. Point out to students that its purpose is not just to inform them about Mr. Irving's life, but to inspire them. Tell them that the author uses different tools to convey that message. One such tool that may be confusing is the use of quotations. In paragraph 2, Mr. Irving is speaking

directly to the reader. Ask students to consider how they can figure out that Mr. Irving is speaking to them in the quotation here. Point out the choice of pronouns in the quotation. The use of the word *you* is the hint that he is speaking to the reader. Follow-up: What message is Mr. Irving trying to send to the reader?

summer and after-school programs tackling hands-on robotics projects, flight simulator challenges, and field trips to major industries and corporations. In his Build and Soar program, 60 students from failing schools built an airplane from scratch in just ten weeks and then watched Irving pilot it into the clouds.

- 8 “We want to create a one-of-a-kind opportunity for students to take ownership and accomplish something amazing,” he notes. “Meaningful, real-world learning experiences fire up the neurons in kids’ minds. If you don’t do that, you’ve lost them. Purposeful, inspiring activities increase the chance they’ll stay on that learning and career path. We’ve had one young lady receive a full scholarship to Duke University as a math major, and several young men are now pilots, engineers, and aircraft mechanics.”
- 9 “It’s great to reach a few hundred kids every year,” he says, “but I also wanted to find a way to inspire on a larger scale.” **How about millions of kids?** Irving’s next endeavor will transform a jet into a flying classroom that will circle the globe sharing science, technology, engineering, math, geography, culture, and history. “This isn’t just an aircraft; it’s an exploration vehicle for learning that will teach millions of kids in ways they’ve never been taught before—making them part of the **expedition** and research.”
- 10 A web-based experience will make it easy for kids to participate at home and school, voting on everything from where Irving should make a fuel stop to what local food he should sample. He plans to call classrooms from the cockpit; broadcast live video from 45,000 feet; blog with students; collect atmospheric data; communicate with the International Space Station; and wear a NASA³ body suit that transmits his heart rate, blood pressure, and other vital signs.
- 11 Along the way, kids will have a virtual window on about 75 ground expeditions, including Machu Picchu, the Galápagos Islands, the Pyramids, the Serengeti Plains, the Roman Coliseum, the Taj Mahal, and the Great Wall of China. Cameras will provide 360-degree **panoramic** views of destinations from ancient archeological sites to Hong Kong skyscrapers. Apps will track adventures such as shark tagging, giving students ongoing location and water temperature data.
- 12 A steady stream of challenges will let kids compete to solve problems ranging from evacuating populations after tsunamis to collecting trash in space. “We also want to create a forum where

3. **NASA** *abbr.* National Aeronautics and Space Administration.

NOTES

CLOSE READ

ANNOTATE: In paragraph 9, mark the sentence that asks a question.

QUESTION: Why does the author suddenly change the sentence type?

CONCLUDE: Why did the author make this choice?

expedition (ehks puh DIHSH uhn) *n.* journey made for some special purpose

panoramic (pan uh RAM ihk) *adj.* showing a wide, unbroken view

CLOSE READ

When writers choose the sentence structure in articles, there is purpose to these choices. Writers can use a variety of structures to send a message. The choices they make, quotations, exclamations, questions, and more, all have an impact on the message being sent to the reader. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 9, I notice and highlight the details that show the writer asking a question.

QUESTION: I notice that the author suddenly asked a question in the middle of the paragraph. I think he did this to show a change.

CONCLUDE: I think the author did this to show that Mr. Irving was not thinking about small changes. I know from his quotation that he wanted to do something bigger, but the question was a good way to let me know just how big he was thinking.

DIGITAL PERSPECTIVES

Illuminating the Text Provide students with a recorded interview with Barrington Irving. Discuss with students their impressions of him from the interview and how they compare with the article. Point out that when reading a story about

a person and even when reading that person’s own words, we get a limited picture of who that person is. Ask what feelings about Mr. Irving they took away from the video that they did not get from reading the article.

CLOSE READ

The use of punctuation can help highlight the message of the writer or the speaker. Ellipses provide a dramatic pause in the text. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 14, I notice and highlight the details that show where the writer used ellipses in the article.

QUESTION: I notice the ellipses used in Mr. Irving’s quotation. They tell me he has a lot of confidence in himself.

CONCLUDE: I think the author chose to use ellipses here to send a message to the reader. The whole quotation until the ellipses talks about the negative information Mr. Irving was given. The ellipses mark a change. Guess what? They were wrong. He believed in himself and he succeeded.

Media Connection

Project the media connection video in class, ask students to open the video in their interactive textbooks, or have students scan the Bounce Page icon with their phones to access the video.

Discuss It I think it’s interesting to see Barrington Irving talk about his life because I can see—and feel—his passion. Watching him talk and gesture helps me understand him better because I can tell what he’s excited about and what he’s proud of.

NOTES

CLOSE READ
ANNOTATE: In paragraph 14 mark the ellipses in Irving’s speech.

QUESTION: What do the ellipses imply about the way Irving sees himself?

CONCLUDE: Why did the author make this choice?

kids, parents, and teachers can speak to astronauts, scientists, and other specialists.”

- 13 This “Journey for Knowledge” flight is scheduled to depart in 2013 and will make Irving the youngest person ever to fly to all seven continents.
- 14 Perhaps Irving’s most compelling educational tool is the example his own life provides. After landing his record-breaking flight at age 23, he smiled out at the airfield crowd and said, “Everyone told me what I couldn’t do. They said I was too young, that I didn’t have enough money, experience, strength, or knowledge. They told me it would take forever and I’d never come home. Well . . . guess what?”

MEDIA CONNECTION



Barrington Irving: Got 30 Dollars in My Pocket

Discuss It How does viewing this video add to your appreciation of Barrington Irving’s personal accomplishments?
Write your response before sharing your ideas.



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WriteNow Express and Reflect

Barrington Irving did amazing things. Ask students to think about where he came from and all he accomplished. Have students consider whether they would like to try something similar to Mr. Irving’s flight. Have them explain their thinking. Ask them to consider the challenge and

rewards of such an undertaking. Remind students to include these important details in their writing. Point out that the details in the explanation help to make their writing compelling.



Comprehension Check

Complete the following items after you finish your first read.

1. What obstacles did Barrington Irving have to overcome in order to achieve his dream?
2. What were Irving's first two big dreams? How did Irving achieve these dreams?
3. How did the "Build and Soar" program inspire students?
4. How did Irving plan to send his message about learning to millions of kids?
5. **Notebook** Write a timeline of events in the life of Barrington Irving.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does that information you learned shed light on an aspect of the passage?

Research to Explore Choose something that interested you from the text and use it to formulate a research question.

Barrington Irving, Pilot and Educator 269

Comprehension Check

Possible Answers

1. He had to overcome his surroundings of crime, poverty, and failing schools, as well as his own lack of confidence in his abilities.
2. Barrington Irving dreamed of being a pilot and of flying solo around the world. To become a pilot, he washed airplanes to earn money for flight school and practiced his skills with a flight simulator video game. To fly solo around the world, he tried hard to find sponsors until he convinced several manufacturers to donate aircraft components.
3. The program inspired students by giving them the meaningful, real-world learning experience of successfully building an airplane from scratch.
4. Irving planned to transform a jet into a flying classroom and use web-based technology to involve kids in every aspect of planning and analyzing the trip.
5. Timelines will vary but should include some of the following events: Worked in his parents' bookstore, got a scholarship to University of Florida, but went to flight school instead, flew around the world, started a nonprofit, created the "Journey for Knowledge" flying classroom.

Research to Clarify If students struggle to decide on a detail to research, you may want to suggest that they focus on one of the following topics: life of Barrington Irving, aeronautical engineering, flying a plane, building a plane, Experience Aviation.

Research to Explore If students aren't sure how to go about formulating a research question, suggest that they use their findings from Research to Clarify as a starting point. For example, if students researched Experience Aviation, they might formulate a question such as *What impact has Experience Aviation had on young people?*

PERSONALIZE FOR LEARNING

Challenge Have students select a topic related to the article and do research to learn more about it. Students will prepare a brief presentation using information and images to teach the class about what they have learned. Remind students that selecting a broad topic will make it difficult to provide a brief presentation. Choosing a topic like "the importance of the jet engine for flight" would be a specific topic. "All about airplanes" would be broad. Remind students to be respectful of each others' presentations.

Jump Start

CLOSE READ Barrington Irving had big plans. He was going to fly around the world. Imagine the preparation such a trip would take! Think about everything you would need to be successful. Now think about what Mr. Irving did. If you did not know that he made it, would you think his decisions were wise?

Close Read the Text

Walk students through the annotation model on the Student page. Encourage them to complete items 2 and 3 on their own. Review and discuss the sections students have marked. If needed, continue to model close reading by using the Annotation Highlights in the Interactive Teacher’s Edition.

Analyze the Text

Possible responses

- 1. Irving became inspired to follow his dream when a professional pilot encouraged him and gave him a hand-on experience with his plane. **DOK 1**
- 2. Irving’s life has been an educational tool by showing kids that they can overcome obstacles—including poverty, failing schools, and lack of support—to successfully reach their dreams, such as becoming a pilot and flying solo around the world. **DOK 2**
- 3. **Essential Question** It is important to take a stand and work to achieve your own dreams, and to help others achieve their dreams. **DOK 4**

FORMATIVE ASSESSMENT

Analyze the Text

- If students fail to cite evidence, then remind them to support their ideas with specific information.
- If students struggle to paraphrase how Irving became inspired to follow his dream, then review the steps needs to paraphrase a text and provide examples.

MAKING MEANING



BARRINGTON IRVING, PILOT AND EDUCATOR

Tool Kit
Close-Read Guide
and Model Annotation

- STANDARDS**
Reading Informational Texts
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Close Read the Text

- 1. This model from the text shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: Mark the things Irving didn’t have with him when he made his solo flight. *(no weather radar, no de-icing system, just \$30)*

QUESTION: Why does the author use repetition and parallelism to present this information?

CONCLUDE: The author wants to emphasize that the equipment is important; by not having it Irving is taking a risk.

Then another dream took hold: flying solo around the world. He faced more than 50 rejections for sponsorship before convincing several manufacturers to donate individual aircraft components. He took off with no weather radar, no de-icing system, and just \$30 in his pocket. “I like to do things people say I can’t do.”

ANNOTATE: Mark the opening sentence in this paragraph.

QUESTION: Why does the author structure the sentence in this way?

CONCLUDE: The author wants to engage the reader and create a sense of anticipation.

- 2. For more practice, go back into text and complete the close read sections in the side columns.
- 3. Revisit a section of the text you found important during your first read. **Annotate** what you notice. Ask yourself **questions** such as “Why did the author make this choice?” What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

- 1. **Paraphrase** Reread paragraph 3. Then **paraphrase** how Barrington Irving became inspired to follow his dream.
- 2. **Interpret** In what ways has Irving’s life been an “educational tool”? Support your answer with details from the text.
- 3. **Essential Question:** *When is it right to take a stand?* What have you learned about when and how to take action from this article?

PERSONALIZE FOR LEARNING

English Language Support

Interpret In this article, the author tells the reader what Barrington Irving did. It is up to the reader to interpret why he did things the way he did and whether or not they agree with how he got where he did. It might be surprising for students to realize that Mr. Irving’s flight around the world involved some decisions that put his safety at risk. Ask students to identify these items. Ask them to consider why he chose to do it anyway and whether or not they think his decision was a good one.

Analyze Craft and Structure

Make Inferences Authors do not always state their meaning fully, so readers must **make inferences**. To make inferences when reading, use logic, your own background knowledge, and clues in the text to determine what an author is suggesting.

Recognize Text Structure To present information clearly, writers can choose between several types of organization, or **text structure**. These are three common types of text structure, and some clues that can help you recognize them:

- **Problem-solution** text structure identifies a problem and explains how it was solved. Texts with this structure often refer to a *problem* or *issue*.
- **Cause-and-effect** text structure highlights the relationship between an event and its result or results. Texts with this structure often use words such as *so*, *therefore*, *as a result*, and *because* to show what happened as a consequence of an event.
- **Chronological** text structure presents events in time order, or the order they occurred. Texts with this structure, such as narratives and histories, often include dates and words such as *first*, *next*, *then*, and *last* to show when events happened.
- **Compare-contrast** text structure shows similarities or differences. Texts with this structure often use words such as *different*, *similar*, and *like* to compare or contrast two or more things, events, or ideas.

Practice

 **Notebook** Respond to these questions.

1. (a) Reread paragraphs 7 and 8 of “Barrington Irving, Pilot and Educator.” Explain some of the things students have accomplished by participating in Irving’s programs, Experience Aviation and Build to Soar. (b) Make an inference about the impact of these programs on participants’ lives.
2. (a) What important achievements has Irving made? (b) What is he still hoping to achieve in the future? (c) How do you think Irving feels about his life so far?
3. (a) Which text structure do you think best describes the selection? (b) What words or ideas in the text led you to this conclusion?

CITE TEXTUAL EVIDENCE
to support your answers.

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Analyze Craft and Structure

Make Inferences Making inferences is something we do everyday, though we may not realize it. When we have conversations, we make inferences about what our partners are trying to tell us. When we watch television, we make inferences about a character’s intentions. Reading is no different. Most writers do not tell you everything. They want you to think about the message of their writing and make inferences as you read. For more support, see **Analyze Craft and Structure: Make Inferences**. 

MAKE IT INTERACTIVE

Have students work with partners and reread paragraph 2. In a single sentence, ask students to make an inference about what Barrington Irving is trying to tell kids here. Have students come back together and create a class list of inferences. Discuss each other’s ideas in a respectful way.

Practice

Possible Answers

1. (a) Students have done hands-on robotics projects and flight simulator challenge; visited major industries and corporations; built an airplane from scratch; and continued to further training in math, engineering, piloting aircraft, and aircraft mechanics. (b) These programs have probably changed students’ lives, because they gave students, including students in failing schools, learning opportunities that they otherwise would not have had.
2. (a) Irving has built a plane, flown solo around the world, graduated with honors from an aeronautical science program, and founded a nonprofit organization for education. (b) He is hoping to reach millions of kids and inspire them to learn more about science and aeronautics. (c) Irving probably feels proud of his achievements and hopeful that he can do even more in the future.
3. (a) problem-solution (b) The article describes Irving’s dreams, and the problem of how to achieve them. Then it explains the solution of how he made his dreams come true in the fields of aviation and science education.

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PERSONALIZE FOR LEARNING

Strategic Support

Text Structure Reviewing the different types of text structure will help students to better understand the message of the author. Create a chart of the different types of text structure. Ask students to create a sentence related to the Barrington Irving story that would exemplify each type of structure. Add the sentences to the chart. Suggest that students use the chart as a point of reference when trying to identify a text structure.

Text Structure	Example
Problem-Solution	
Cause-and-Effect	
Chronological	
Compare-and-Contrast	

FORMATIVE ASSESSMENT

Analyze Craft and Structure

- **If** students struggle to make inferences from the text, **then** site a specific piece of text and have students practice making inferences.
- **If** students struggle to identify text structure, **then** review the different types of text structure and ask students to provide examples of each.

For Reteach and Practice, see **Analyze Craft and Structure: Make Inferences (RP)**. 

Concept Vocabulary

Why These Words

Possible responses

1. The vocabulary words help explain Irving's training and how he puts it to use when he flies and when he is involved in educational projects.
2. cockpit, components, solo, radar, aviation, mechanics, atmospheric, vital, archaeological

Practice

Possible responses

1. It would feel exciting to use a flight simulator. I think my favorite part would be learning how to use the controls to make the plane take off and land.
2. aeronautical: aircraft, flight; engineering: science, math, design; simulator: flight, controls, pilot; de-icing: weather, wings; expedition: journey, trip; panoramic: view, wide

Word Network

Possible words: determination, technology, exploration, challenge

Word Study

For more support, see **Concept Vocabulary and Word Study** .

Possible responses

1. nerves that send messages to and within the brain
2. A *neuroscientist* studies the way nerves behave, especially in the brain.

FORMATIVE ASSESSMENT

Concept Vocabulary

If students struggle to understand the relevance of these words to the story, **then** revisit the vocabulary within the text.

Word Study

If struggle to understand the root *neuro-*, **then** identify other examples that use this root, what these examples mean and how they are connected to the root.

For Reteach and Practice, see **Word Study: Greek Roots -aer- and -neur- (RP)**. .



LANGUAGE DEVELOPMENT



BARRINGTON IRVING, PILOT
AND EDUCATOR

Concept Vocabulary

aeronautical simulator expedition
engineering de-icing panoramic

Why These Words? These concept words help to explain Barrington Irving's aviation achievements. For example, Irving graduated with honors from an *aeronautical* science program. This tells the reader how serious Irving was about becoming an expert in the science of flying aircraft.

1. How does the concept vocabulary help the reader understand some of the work Barrington Irving does?
2. What other words in the selection relate to technical aspects of Irving's work?

Practice

 **Notebook** The concept vocabulary words appear in the selection.

1. Describe what it might feel like to use a flight *simulator*. What parts do you think you would most enjoy?
2. With a partner, take turns listing as many words related to each concept vocabulary word as you can.

Word Study

Greek Roots You can use Greek roots to help determine the meaning of a word. For example, the Greek root *-aer-* means "air." In this passage, Irving studies *aeronautics*, or the science of planes that fly through the air.

The Greek root *-neur-* means "nerve." Use what you know about the Greek root *-neur-* to answer these questions.

1. Irving says, "Meaningful, real-world learning experiences fire up the neurons in kids' minds." Based on this sentence and what you know about the root *-neur-*, define *neurons*.
2. Based on what you know about the root *-neur-*, what do you think a *neuroscientist* does?

STANDARDS

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Spell correctly.
- Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

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AUTHOR'S PERSPECTIVE

Elfrieda Hiebert, Ph.D.

Frequency of Concepts in Narrative

Texts In describing character traits or problems, skilled authors rarely repeat the same word, other than to achieve unity through repetition. Instead, authors use different words to create an interesting style. For instance, authors use a variety of words to describe setting, such as *lagoon*, *swales*, *bog*. Specifically, in *The Wizard of Oz*, L. Frank Baum describes what Dorothy

and her companions see on arriving in the Emerald City with these words: *brilliance*, *dazzled*, *glittering*. Word variety also helps authors build characterization in jobs (*actor*, *lawyer*, *expert*) and roles (*adult*/*relative*, *female*, *male*). Especially in stories, the concepts represented by rare words are often known by common words that most students understand, such as *down* and *blah* for the rare words *lethargic*, *listless*,

slothful, and *sluggish*. However, the more complex the text, the rarer the words that describe a particular concept will be. For instance, in a complex text, rather than describing a character as *calm*, the author might use *phlegmatic*. However, be sure that students understand that words such as these in a concept network have subtle differences in meaning and cannot necessarily be substituted for one another.

Conventions

Nouns and Pronouns A **noun** is used to name a person, place, or thing. A **pronoun** is used to replace a noun in a sentence. There are different kinds of nouns and pronouns, such as the ones listed here:

- **Proper nouns** name specific persons, places, or things, such as *Barrington Irving*. Proper nouns begin with capital letters.
- **Possessive nouns** such as *Miami's* show ownership.
- **Personal pronouns** such as *I*, *you*, and *they* refer to persons or things. The personal pronoun *I* is always capitalized.
- **Possessive pronouns** such as *my*, *your*, *its*, and *their* replace possessive nouns and also show ownership.

Pay attention to capitalization and spelling when you use nouns and pronouns. Remember, all proper nouns and the personal pronoun *I* are capitalized.

Make sure not to confuse possessive pronouns with words that sound similar. *Your* is a possessive pronoun, while *you're* is a contraction that stands for "you are." *Its* is a possessive pronoun, while *it's* is a contraction that stands for "it is." *Their* is a possessive pronoun, while *they're* is a contraction that stands for "they are."

Read It

1. Identify two of the following in each sentence: proper noun, personal pronoun, possessive noun, and possessive pronoun.
 - a. He turned down a football scholarship to the University of Florida.
 - b. His nonprofit group is called Experience Aviation.
 - c. Irving's program help's students achieve their dreams.
2. Reread paragraph 10 of "Barrington Irving, Pilot and Educator." Mark and then label at least one example of each of the following: proper noun, personal pronoun, and possessive pronoun.

Write It

 **Notebook** Revise the paragraph. Make sure proper nouns and pronouns are capitalized correctly, and that possessive pronouns are spelled correctly.

When barrington iring was a young man, no one encouraged him to pursue his dreams. In fact, he said, "Everyone told me what i couldn't do." Irving started a nonprofit organization. It's goal is to help kids achieve they're dreams in science and aviation.

Barrington Irving, Pilot and Educator 273

Conventions

Nouns and Pronouns Take this opportunity to review the various noun forms with students. Use an example like the following sentence, which contains all four types of nouns in this lesson, to practice identifying nouns and pronouns.

Poppy loves her popping popcorn, which is called Poppy's Popping Popcorn Delight, a treat she invented on her own.

For more support, see **Conventions: Nouns and Pronouns**. 

MAKE IT INTERACTIVE

As students to come up with a sentence or two that contain all four types of nouns mentioned in this lesson. Have students present their sentences and have other students identify the types of nouns in the sentences.

Read It

Possible responses

1. a. personal pronoun: He, proper noun: University of Florida; b. possessive pronoun: His, proper noun: Experience Aviation; c. possessive (proper) noun: Irving's, possessive pronoun: their
2. Proper nouns: Irving, International Space Station, NASA; personal pronoun: he; possessive pronoun: his

Write It

Possible responses

When **Barrington Irving** was a young man, no one encouraged him to pursue his dreams. In fact, he said, "Everyone told me what I couldn't do." Irving started a nonprofit organization. **Its** goal is to help kids achieve **their** dreams in science and aviation. It's not an easy task, but the organization has had some success stories. For example, one young woman majoring in math received a scholarship to **Duke University**. Other students became pilots, engineers, and aviation mechanics.

DIGITAL PERSPECTIVES

illuminating the Standard Select a favorite scene from a movie, preferably a monologue. Ask students to listen for nouns and pronouns. Have them create a list as they watch the scene. After they have finished watching the scene, have them sort their lists into 4 categories: proper

nouns, possessive nouns, personal pronouns, possessive pronouns. After they have completed this task, create a class chart that incorporates everyone's lists. Review the placement of the words as you place them to ensure that students understand these four types of nouns.

FORMATIVE ASSESSMENT

Conventions

If students struggle to identify the different types of nouns and pronouns, **then** provide examples of each type.

For Reteach and Practice, see **Conventions: Nouns and Pronouns (RP)**. 

Writing to Sources

Support an Argument Remind students that it so not enough to simply make a claim. A claim without any support, is not a strong claim and can be easily discounted. A successful argument contains evidence to support and claim and perhaps to discount a counter-claim, which is a claim that disagrees with your claim. For more support, see **Writing to Sources: Support an Argument**. 

Reflect on Your Writing

- 1. Students should identify pieces of evidence in the article that would support their claim. They should consider how their evidence supports their claim and be able to articulate their understanding.
- 2. Students should revise their writing to make a better, more clear argument. Following their claims, they should have evidence to back them up.
- 3. **Why These Words?** Students’ word choices should provide support for the arguments they are making.

FORMATIVE ASSESSMENT

Writing to Sources

If students struggle to compose a claim and find text support for it, **then** review examples of claims and support connected to this text or another text. For Reteach and Practice, see **Writing to Sources: Support an Argument (RP)**. 



EFFECTIVE EXPRESSION



BARRINGTON IRVING, PILOT AND EDUCATOR

Writing to Sources: Support an Argument

An **argument** is a logical way of presenting a viewpoint, belief, or stand on an issue. An argument must include at least one **claim**, or position on the issue. Claims are supported by **evidence** such as facts, statistics, anecdotes, quotations, or examples.

Assignment

Write an argument to support the following claim:

Barrington Irving has achieved success by recognizing problems and finding ways to solve them.

Support this claim with evidence from the selection. Make sure to do the following:

- Identify problems that Irving recognized, and explain how he solved them.
- Express and convey evidence from the selection in your own words, as well as in clearly marked quotes from the passage.
- Provide a concluding statement to tie together the claim and evidence.

Vocabulary and Conventions Connection Include several of the concept vocabulary words. Also, remember to use nouns and pronouns correctly—including correct spelling and capitalization—to strengthen your writing.

Reflect on Your Writing

After you have presented your evidence, answer the following questions.

- 1. How do you think your evidence helps support the claim?
- 2. How might you revise the way you present your evidence so that it supports the claim more effectively?
- 3. **Why These Words?** The words you choose make a difference in your writing. Which words did you specifically choose to clearly convey your ideas?

STANDARDS

- Writing**
Write arguments to support claims with clear reasons and relevant evidence.
- Speaking and Listening**
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

VOCABULARY DEVELOPMENT

Concept Vocabulary Reinforcement Have students review the Concept Vocabulary words for this lesson. For each word, review what it means and why it is important for understanding the article about Mr. Irving. Have students suggest how each word could support an argument relevant to the assignment. Have students construct sentences that use these words to support the claim: *Barrington Irving has achieved success by recognizing problems and finding ways to solve them.* Remind students that they can use these examples to guide their own writing.

Speaking and Listening

Assignment

Present the evidence you have compiled supporting the idea that Barrington Irving achieved success by recognizing problems and finding ways to solve them. Note any ideas that your classmates repeat. Then, as a class, list the most solid points of evidence for the claim.

- 1. Check Your Evidence** As you prepare your presentation, make sure you are using only valid, relevant evidence. Answer the following questions to help check your evidence:
 - Is each example or point of evidence stated clearly and separately?
 - How is each piece of evidence related to the claim?
 - Did you include any evidence that is *not* related to the claim?
 - What stronger evidence could replace this evidence?
- 2. Prepare Your Presentation** Practice your presentation before you present your evidence to the class. Include the following techniques to help you achieve the desired effect:
 - Make sure you explain your ideas clearly. Show or explain how each piece of evidence is related to the claim.
 - Speak at adequate volume. Make sure you are speaking loudly enough, but not too loudly.
 - Pronounce each word clearly so your audience can easily understand what you are saying.
- 3. Evaluate Presentations** As your classmates deliver their presentations, listen attentively. Use a presentation evaluation guide like the one shown to analyze their presentations.

EVALUATION GUIDE

Rate each statement on a scale of 1 (not demonstrated) to 4 (demonstrated).

- ☐ The speaker presented valid, relevant evidence to support the claim.
- ☐ The speaker did not include irrelevant information.
- ☐ The speaker expressed his or her ideas clearly.
- ☐ The speaker spoke clearly and understandably, with correct pronunciation, appropriate volume, and appropriate pace.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Barrington Irving, Pilot and Educator.”

Speaking and Listening

- 1. Check Your Evidence** Encourage students to ask themselves, “Does this piece of evidence support my presentation? How?”
- 2. Prepare Your Presentation** Remind students that speaking clearly—and at a reasonable pace—is important when trying to convince people that an argument is important.
- 3. Evaluate Presentations** Tell students that by carefully and fairly evaluating others’ presentations, they can learn a lot—and improve their own presentations.

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Speaking and Listening

- If students are not providing relevant evidence, **then** review what makes a piece of evidence strong in supporting an argument.
- If students are unable to present in a clear fashion, **then** review oral presentation skills.

For Reteach and Practice, see **Speaking And Listening: Class Presentation (RP)** 

Selection Test

Administer the “Barrington Irving: Pilot and Educator” Selection Test, which is available in both print and digital formats online in Assessments.  

PERSONALIZE FOR LEARNING

Strategic Support Students are asked to present an argument here. Explain the importance of presentation skills to students. Display a sentence that might interest students, such as: *The school is considering extending winter break.* First present the sentence in an incoherent fashion. Next, read it in a clear, well-paced fashion. Ask students which was better. Ask students to read aloud their thesis statement for this assignment. Remind them to use good oral presentation skills as they read. Have students consider what, in their opinions, makes a most impactful presentation.

Three Cheers for the Nanny State

AUDIO SUMMARIES

Audio summaries of “Three Cheers for the Nanny State” are available in both English and Spanish and can be assigned to students in myPerspectives+. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

In this opinion piece, Sarah Conly argues in favor of government interventions that encourage people to be healthier. She argues that, as much as we’d like to think we’re totally rational and know what’s best for us, we don’t. People predictably and routinely make mistakes that prevent them from getting what they want. Because of that, making it harder for people to buy large sodas will help them be healthier. People want health more than they want large sodas, and so this law will make it easier for them to get health.

Insight

This opinion piece makes a case that “nudge” policies are helpful. They may arguably reduce freedom, but the benefits they bring are greater than the tiny amount of freedom they cost.

ESSENTIAL QUESTION

When is it right to take a stand?

Connection to Essential Question

This article argues against taking a stand against this policy, on the grounds that it improves health more than it reduces freedom.

WHOLE-CLASS LEARNING PERFORMANCE TASK

How can a city, school, or other local organization help people learn to avoid unhealthy eating and drinking habits?

Connection to Performance Tasks

Whole-Class Learning Performance Task This editorial notes that interventions that make it easier to eat and drink less, such as smaller cups, can help people avoid eating too much.

Unit Performance-Based Assessment Using outside cues rather than your own willpower can make it easier for you to achieve goals. For example, putting a to-do list somewhere where you’ll always see it can help you get more done.

UNIT PERFORMANCE-BASED ASSESSMENT

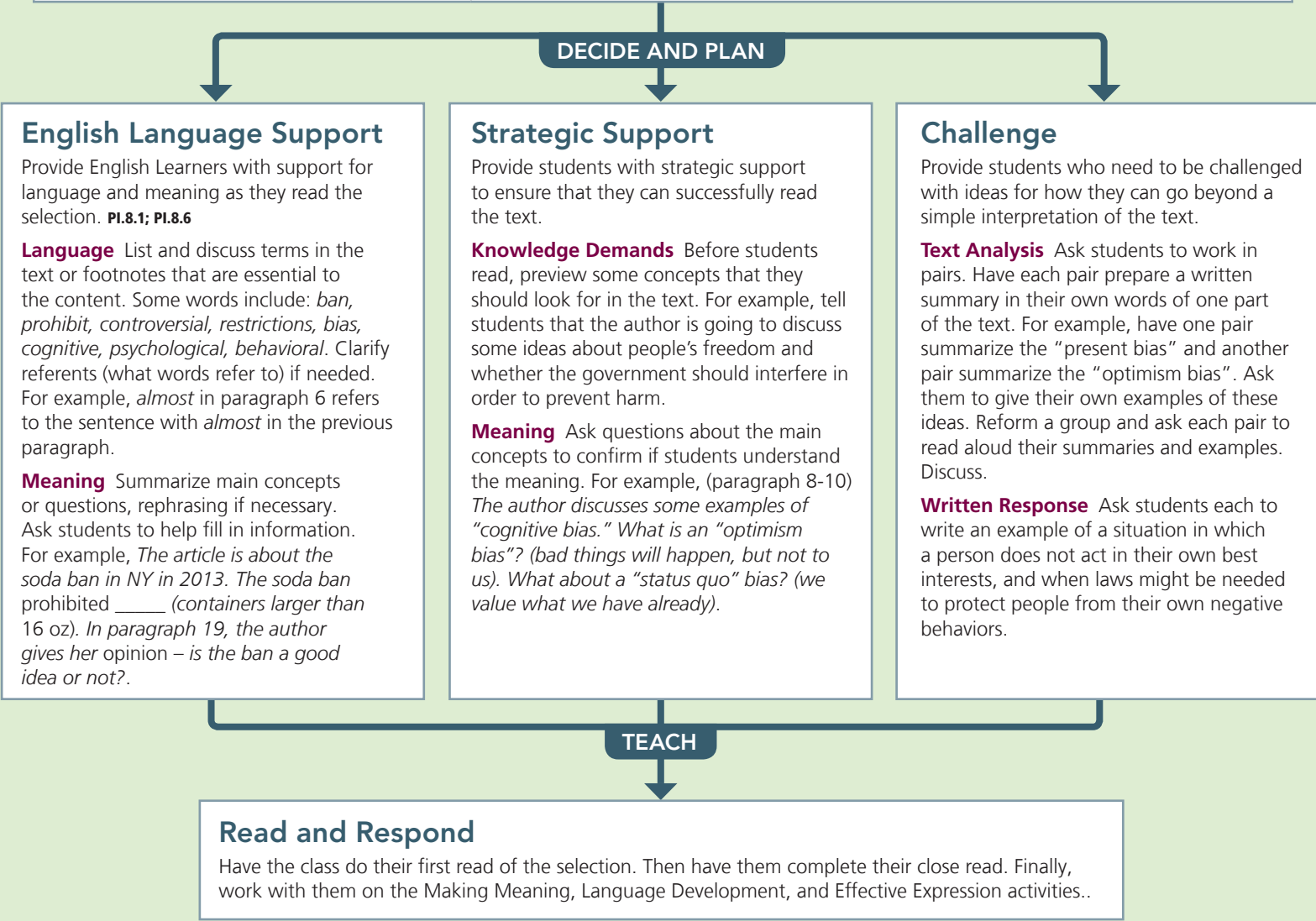
How can people determine what matters to them and make their own choices in life?

LESSON RESOURCES

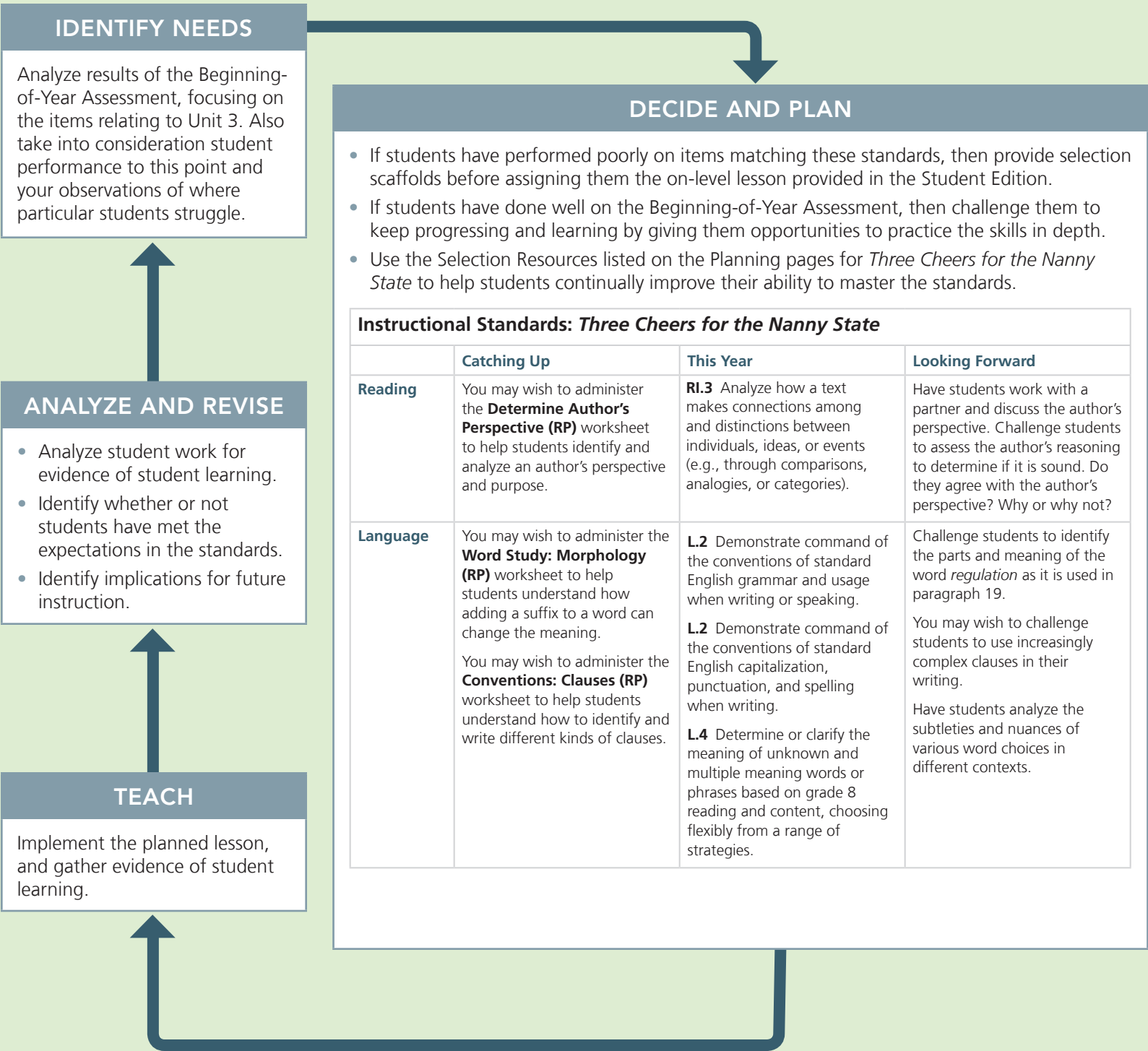
	Making Meaning	Language Development
Lesson	First Read Close Read Analyze the Text Analyze Craft and Structure	Concept Vocabulary Word Study
Instructional Standards	RI.3 Analyze how a text makes connections . . . RI.8 Delineate and evaluate the argument and specific claims . . . W.9b Apply grade 8 Reading standards to literary nonfiction . . .	L.1 Demonstrate command of the conventions of standard English . . . L.2 Demonstrate command of the conventions of standard English . . . L.4 Determine or clarify the meaning of unknown . . . L.4b Use common, grade-appropriate Greek or Latin . . .
STUDENT RESOURCES		
Available online in the Interactive Student Edition or Unit Resources	 Selection Audio  First-Read Guide: Nonfiction  Close-Read Guide: Nonfiction	 Word Network
TEACHER RESOURCES		
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	 Audio Summaries  Annotation Highlights  EL Highlights  English Language Support Lesson: Skill  Concept Vocabulary and Word Study  Analyze Craft and Structure: Determine Author's Perspective	 Concept Vocabulary and Word Study  Conventions: Clauses
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	 Word Study: (RP)  Analyze Craft and Structure: Determine Author's Perspective (RP)	 Word Study: Morphology (RP)  Conventions: Clauses (RP)
Assessment Available online in Assessments	  Selection Test	
My Resources	 A Unit 3 Answer Key is available online and in the Interactive Teacher's Edition.	

Reading Support

Text Complexity Rubric: Three Cheers for the Nanny State	
Quantitative Measures	
Lexile: 1180 Text Length: 1233 words	
Qualitative Measures	
Knowledge Demands ① — ② — ③ — ④ — ⑤	Selection has a mix of practical knowledge and some specific content knowledge; there are many references (philosophical principles, behavioral psychology), most explained in text or footnotes.
Structure ① — ② — ③ — ④ — ⑤	Opinion piece poses questions and presents ideas, but doesn't clearly state author's conclusion until end of piece. Organization is not always apparent, as ideas flow from one to next.
Language Conventinality and Clarity ① — ② — ③ — ④ — ⑤	Language is conventional, contemporary, but sometimes abstract; some sentences have complex phrases and academic vocabulary; some have unclear referents (referring back to previous paragraphs).
Levels of Meaning/Purpose ① — ② — ③ — ④ — ⑤	Author poses questions that are not immediately answered; there is a lot of generalizing from individual situations to more abstract theories or ideas.



Standards Support Through Teaching and Learning Cycle



Jump Start

FIRST READ Imagine it is against the law for anybody under the age of 18 to purchase candy without an adult’s permission. Children, it has been decided, are not capable of making sound decisions when it comes to sugar. Suppose this idea became a possibility where you live. How would you respond?

Three Cheers for the Nanny State

Why have some local governments tried to implement large soda bans? Why are so many opposed to these bans? What is the real issue here? Modeling questions such as these will help students connect to “Three Cheers for the Nanny State” and to the Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher’s Edition.

Concept Vocabulary

Support students as they rank their words. Ask if they’ve ever heard, read or used them. Reassure them that the definitions for these words are listed in the selection.

FIRST READ

As they read, students should perform the steps of the first read:

NOTICE: You may want to encourage students to notice the writer’s key arguments and evidence used to support them.

ANNOTATE: Remind students to mark passages that include evidence and details to support an argument.

CONNECT: Encourage students to connect the argument in this article to their own lives. The concept discussed here is something students should be able to relate to on a basic level and apply to their understanding of government and rights.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the **First-Read Guide: Nonfiction** for students to use.

MAKING MEANING



THREE CHEERS FOR THE NANNY STATE



SODA BAN? WHAT ABOUT PERSONAL CHOICE?

Comparing Texts

In this lesson, you will read and compare two articles presenting different points of view on the same subject: “Three Cheers for the Nanny State” and “Soda Ban? What About Personal Choice?” First you will complete the first read and close read activities for “Three Cheers for the Nanny State.”

About the Author



Sarah Conly holds the title of Associate Professor of Philosophy at Bowdoin College in Brunswick, Maine. She is the author of numerous essays, journal articles, and opinion pieces focusing on issues of personal choice and public policy.

Three Cheers for the Nanny State

Concept Vocabulary

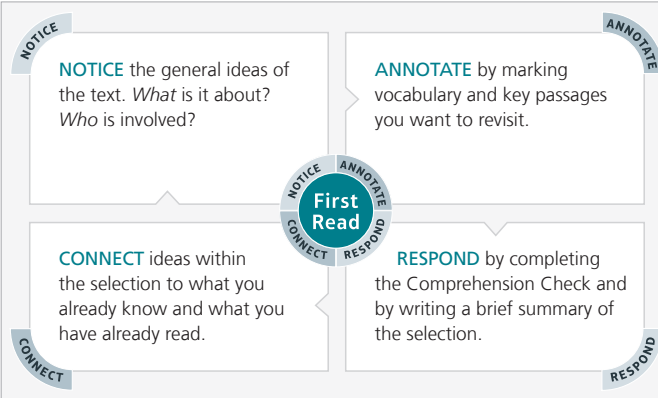
As you conduct your first read of “Three Cheers for the Nanny State,” you will encounter these words. Before you read, rate how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (5).

WORD	YOUR RANKING
Prohibition	
rational	
justifiable	
principal	
status quo	

After completing your first read, come back to the selection vocabulary and review your ratings. Mark any changes to your original rankings.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



STANDARDS
Reading Informational Texts
• Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation.

VOCABULARY DEVELOPMENT

Concept Vocabulary Reinforcement When a reader encounters a new or unfamiliar word, one useful strategy is looking for a familiar word within the new word. Point out the word, justifiable. Ask students to list words that sound like this word. They may come up with justify,

just, and justice. Discuss how these words are all connected. Then, select the word prohibition and repeat the process. Explain that looking for the familiar in an unfamiliar word can help a reader understand the new word.



ANCHOR TEXT | OPINION PIECE

Three Cheers for the Nanny State

Sarah Conly

BACKGROUND

The term “nanny state” is a negative nickname for a welfare state, which is a model of government that takes direct responsibility for the protection and wellbeing of its citizens. Welfare states do this by offering basic social support, such as free health care or low-income housing, but also by creating laws and policies that restrict how people should behave.

SCAN FOR
MULTIMEDIA



- W**hy has there been so much fuss about New York City’s attempt to impose a soda ban,¹ or more precisely, a ban on large-size “sugary drinks”? After all, people can still get as much soda as they want. This isn’t **Prohibition**. It’s just that getting it would take slightly more effort. So, why is this such a big deal?
- Obviously, it’s not about soda. It’s because such a ban suggests that sometimes we need to be stopped from doing foolish stuff, and this has become, in contemporary American politics, highly controversial, no matter how trivial the particular issue. (Large cups of soda as symbols of human dignity? Really?)
- Americans, even those who generally support government intervention in our daily lives, have a reflexive response to being told what to do, and it’s not a positive one. It’s this common desire to be left alone that prompted the Mississippi Legislature earlier this month to pass a ban on bans—a law that forbids municipalities to place local restrictions on food or drink.

1. **soda ban** In 2013, New York City passed a law prohibiting soda containers larger than 16 ounces in volume.

NOTES

Prohibition (proh uh BIHSH uhn) *n.* ban on alcohol in the U.S. from 1919 through 1933

CLOSE READ

ANNOTATE: In paragraph 2, mark the sentences in parentheses.

QUESTION: What is the tone of these sentences?

CONCLUDE: How might the tone of these sentences affect the reader?

DIGITAL
PERSPECTIVES



CLOSE READ



Writers have many tools to get their message across to readers. One such tool is punctuation. Even well-placed parentheses serve a purpose and can impact the message or meaning of a piece of writing. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included. You may also want to print copies of the Close-Read Guide: Nonfiction for students to use.

ANNOTATE: As I read paragraph 2, I notice and highlight the details that the author uses parentheses around some sentences.

QUESTION: I notice that the author used a sarcastic tone here.

CONCLUDE: I think the author used this tone to give the impression that the way people reacted to the law was absurd, that the argument they are using is extreme.

Additional **English Language Support** is available in the Interactive Teacher’s Edition.

CROSS-CURRICULAR PERSPECTIVES

Social Studies The author mentions Prohibition in the article. Prohibition was a Constitutional Amendment banning alcohol. Have students research or provide them with resources about Prohibition. Divide students into presentation groups. Have different groups present on

the following topics: What events led up to prohibition? How did it become law? What did people do to get around this law? How did it impact the rise of organized crime? Why and how was it repealed? Have students present what they have learned in chronological order.

CLOSE READ

When a writer is making a strong argument, it is important to provide evidence. That evidence must be clear and relevant to help support the argument. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraphs 8 and 9, I notice and highlight the details that explain the types of “bias” the author is referring to here.

QUESTION: I see that the author explains different biases here. I think the purpose is to explain why we do what we do.

CONCLUDE: I think the writer included this information to help make a strong argument. By giving research-based evidence, she makes her argument stronger.

NOTES

rational (RASH uh nuhl) *adj.* sensible, based on reason

justifiable (JUHS tuh fy uh buhl) *adj.* capable of being justified; defensible

principle (PRIHN suh puhhl) *n.* truth that is a foundation for other truths; fundamental belief

CLOSE READ

ANNOTATE: Mark the types of “bias” the author mentions in paragraphs 8–9.

QUESTION: What is the author’s point in identifying these biases?

CONCLUDE: Why do you think the included this information?

status quo (STAT uhs kwoh) business as usual, how things normally are

- 4 We have a vision of ourselves as free, **rational** beings who are totally capable of making all the decisions we need to in order to create a good life. Give us complete liberty, and, barring natural disasters, we’ll end up where we want to be. It’s a nice vision, one that makes us feel proud of ourselves. But it’s false.
- 5 John Stuart Mill² wrote in 1859 that the only **justifiable** reason for interfering in someone’s freedom of action was to **prevent harm to others**. According to Mill’s “harm **principle**,” we should almost never stop people from behavior that affects only themselves, because people know best what they themselves want.
- 6 That “almost,” though, is important. It’s fair to stop us, Mill argued, when we are acting out of ignorance and doing something we’ll pretty definitely regret. You can stop someone from crossing a bridge that is broken, he said, because you can be sure no one wants to plummet into the river. Mill just didn’t think this would happen very often.
- 7 Mill was wrong about that, though. A lot of times we have a good idea of where we want to go, but a really terrible idea of how to get there. It’s well established by now that we often don’t think very clearly when it comes to choosing the best means to attain our ends. We make errors. This has been the object of an enormous amount of study over the past few decades, and what has been discovered is that we are all prone to identifiable and predictable miscalculations.
- 8 Research by psychologists and behavioral economists, including the Nobel Prize-winner Daniel Kahneman and his research partner Amos Tversky, identified a number of areas in which we fairly dependably fail. They call such a tendency a “**cognitive**³ bias,” and there are many of them—a lot of ways in which our own minds trip us up.
- 9 For example, we suffer from an **optimism bias**, that is we tend to think that however likely a bad thing is to happen to most people in our situation, it’s less likely to happen to us—not for any particular reason, but because we’re irrationally optimistic. Because of our “**present bias**,” when we need to take a small, easy step to bring about some future good, we fail to do it, not because we’ve decided it’s a bad idea, but because we procrastinate.
- 10 We also suffer from a **status quo** bias, which makes us value what we’ve already got over the alternatives, just because we’ve already got it—which might, of course, make us react badly to

2. John Stuart Mill (1806–1873) British philosopher.
3. **cognitive** *adj.* related to thinking.

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PERSONALIZE FOR LEARNING

English Language Support

Difficult Concepts The writer refers to the idea of cognitive bias here. Point out that the term cognitive is defined in the footnote as “related to thinking.” Then explain that the term *bias* means a feeling or opinion that is not justified. When you put the two terms together it means thinking in a way that is not justified. With a cognitive bias, there is no evidence to support the argument. It is just the way somebody feels about the issue.



CLOSER LOOK

Analyze Analogies

Students may have marked paragraph #11 during their first read. Use this paragraph to help students understand that writers use analogies or comparisons to make a point. Encourage them to talk about the annotations that they marked. You may want to model a close read with the class based on the highlights shown in the text.

ANNOTATE: Have students mark details in paragraph 11 that compare one thing to another, or have students participate while you highlight them.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from the analogy at the end of paragraph 11, and accept student responses.

Possible response: The writer believes the public needs to be saved from causing harm to itself.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The author may have included this analogy to make it easier to relate to the concept that these laws are meant to protect us from ourselves.

Review analogies with students. Explain that an **analogy** is a comparison that points out the similarities between two things, often explaining something unfamiliar by likening it to something familiar. Analogies are usually extended comparisons. An analogy is essentially an explanation of how two things are similar, usually with the aim of making it easier to understand one of those things. An analogy is also a type of *argument* based on the assumption that if two things are alike in one or more ways, they are probably also alike in other ways.

new laws, even when they are really an improvement over what we've got. And there are more.

- 11 The crucial point is that in some situations it's just difficult for us to take in the relevant information and choose accordingly. It's not quite the simple ignorance Mill was talking about, but it turns out that our minds are more complicated than Mill imagined.

Like the guy about to step through the hole in the bridge, we need help.

- 12 Is it always a mistake when someone does something imprudent, when, in this case, a person chooses to chug 32 ounces of soda? No. For some people, that's the right choice. They don't care that much about their health, or they won't drink too many big sodas, or they just really love having a lot of soda at once.
- 13 But laws have to be sensitive to the needs of the majority. That doesn't mean laws should trample the rights of the minority, but that public benefit is a legitimate concern, even when that may inconvenience some.
- 14 So do these laws mean that some people will be kept from doing what they really want to do? Probably—and yes, in many ways it hurts to be part of a society governed by laws, given that laws aren't designed for each one of us individually. Some of us can drive safely at 90 miles per hour, but we're bound by the same laws as the people who can't, because individual speeding laws aren't practical. Giving up a little liberty is something we agree to when we agree to live in a democratic society that is governed by laws.
- 15 The freedom to buy a really large soda, all in one cup, is something we stand to lose here. For most people, given their desire for health, that results in a net gain. For some people, yes, it's an absolute loss. It's just not much of a loss.
- 16 Of course, what people fear is that this is just the beginning: today it's soda, tomorrow it's the guy standing behind you making you eat your broccoli, floss your teeth, and watch *PBS NewsHour*⁴ every day. What this ignores is that successful paternalistic⁵ laws are done on the basis of a cost-benefit analysis: if it's too painful, it's not a good law. Making these analyses is something the government has the resources to do, just as now it sets automobile construction standards while considering both the need for affordability and the desire for safety.
- 17 Do we care so much about our health that we want to be forced to go to aerobics every day and give up all meat, sugar and salt?

4. *PBS NewsHour* television news program in the United States.

5. **paternalistic** *adj.* protective, but controlling.

NOTES

PERSONALIZE FOR LEARNING

Challenge Review how an analogy is used in paragraph 11. Ask students to select a problem or issue relevant to their lives. Then have them create an analogy relevant to the issue. Tell students to write the analogy and a sentence to explain how it is connected to the issue. Example: *Waking up in the morning is like moving a 1 ton boulder up a mountain. It is very hard for me to get out of bed so early.* Create a chart with students' example and have students select the analogies they can apply to their lives, too.

CLOSE READ

Authors use structure to help make their points. Some of the structural tools they may use can include parallel structure and repetition. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included.

ANNOTATE: As I read paragraph 19, I notice and highlight the details that show repeated words and parallel structure.

QUESTION: I notice that the sentence structure can strengthen the argument.

CONCLUDE: I think the author made this choice to make it clear that she feels this ban is justified. Her use of parallel structure and repetition make the reader feel that way.

NOTES

CLOSE READ

ANNOTATE: In paragraph 19, mark the two sentences with repeated words and parallel structure.

QUESTION: What role does sentence structure play in making an effective argument? (Possible answer: It can strengthen the argument.)

CONCLUDE: Why did the author make this choice?

No. But in this case, it's some extra soda. Banning a law on the grounds that it might lead to worse laws would mean we could have no laws whatsoever.

18 In the old days we used to blame people for acting imprudently, and say that since their bad choices were their own fault, they deserved to suffer the consequences. Now we see that these errors aren't a function of bad character, but of our shared cognitive inheritance. The proper reaction is not blame, but an impulse to help one another.

19 That's what the government is supposed to do, help us get where we want to go. It's not always worth it to intervene, but sometimes, where the costs are small and the benefit is large, it is. That's why we have prescriptions for medicine. And that's why, as irritating as it may initially feel, the soda regulation is a good idea. It's hard to give up the idea of ourselves as completely rational. We feel as if we lose some dignity. But that's the way it is, and there's no dignity in clinging to an illusion.

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PERSONALIZE FOR LEARNING

Strategic Support

In paragraph 18, students will read the word *imprudently*. This word is likely unfamiliar, but important in understanding this paragraph. Point out the word. Ask students to guess its meaning. Next, direct them to context clues, such as *bad choices*, *own fault*, and *suffer the consequences*. All of these clues imply that the *imprudently* is a negative word. Next, have students look *imprudently* up in the dictionary and define it.

Comprehension Check

Complete the following items after you finish your first read.

- 1. What new law has been proposed in New York City, and why has it caused controversy?
- 2. What is a “cognitive bias?”
- 3. What will people lose as a result of the new law?
- 4. What does the author believe most people will gain from the new law?
- 5.  **Notebook** Write a summary of “Three Cheers for the Nanny State.”

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the passage?

Research to Explore Choose something that interests you from the text and formulate a research question.

Comprehension Check

Possible answers

- 1. New York City proposed a ban on large-size sodas, or sugary drinks. This created controversy because people often do not like to be told what to do or buy.
- 2. A cognitive bias in an area in which people fairly dependably fail because they are tripped up by their own minds and thoughts.
- 3. People will lose the freedom to buy a really large soda in one cup.
- 4. The author believes most people will gain better health by not buying and drinking large amounts of soda.
- 5. The summary should point out that the writer agrees with laws like the soda ban and should include evidence from the article to support that position.

Research

Research to Clarify If students struggle to decide on a detail to research, you may want to suggest that they focus on one of the following topics: the New York soda ban, obesity in America, laws that restrict citizens’ choices.

Research to Explore If students aren’t sure how to go about formulating a research question, suggest that they use their findings from Research to Clarify as a starting point. For example, if students researched the New York soda ban, they might formulate a question such as *Was the soda ban effective?*

PERSONALIZE FOR LEARNING

Challenge

Have students analyze the New York City soda ban in greater depth. Create a two-columned chart, with one column labeled pros and the other cons. Divide the class in half. Have one group of students research support for the ban and the other opposition to the ban. Have students create

bullet points supporting their sides. Come together as a class and fill in the chart. Discuss how students feel about the idea after the chart is complete. Remind students to be respectful of each other’s opinions.

Jump Start

CLOSE READ *No, you can't! Yes, I can!* This might sound like a kids' argument. Have students discuss whether this basic idea is at the heart of all arguments related to laws telling people how to live their lives.

Close Read the Text

Walk students through the annotation model on the Student page. Encourage them to complete items 2 and 3 on their own. Review and discuss the sections students have marked. If needed, continue to model close reading by using the Annotation Highlights in the Interactive Teacher's Edition.

Analyze the Text

Possible responses

- (a) Regulating soda is a good idea because it benefits the majority of people in New York.
(b) Laws are intended to stop people from harming themselves. Cognitive biases often cause people to act against their best interests. **DOK 1**
- The author believes that government and laws generally help people. She writes, "That's what the government is supposed to do, help us get where we want." **DOK 2**
- Answers will vary, but should include text support. **DOK 3**
- Essential Question** It may be right to take a stand to help people achieve goals and avoid harm when they cannot easily do so on their own. **DOK 4**

FORMATIVE ASSESSMENT

Analyze the Text

- If students fail to cite evidence, then remind them to support their ideas with specific information.
- If students struggle to evaluate the author's argument, then review the evidence provided by the author to support the argument.



MAKING MEANING



THREE CHEERS FOR THE NANNY STATE

Close Read the Text

- This model from the text shows two sample annotations along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: Mark the first sentence.

QUESTION: What is the point of the question? (It hooks the reader.)

CONCLUDE: Why did the author make this choice? (Possible answer: It conveys the author's impatience with the whole issue.)

Why has there been so much fuss about New York City's attempt to impose a soda ban, or more precisely, a ban on large-size "sugary drinks"? After all, people can still get as much soda as they want. This isn't Prohibition. It's just that getting it would take slightly more effort. So, why is this such a big deal?

ANNOTATE: Mark the question at the end of the section of text.

QUESTION: Why does it mirror the question in the first sentence? (to emphasize the point)

CONCLUDE: Why did the author make this choice? (Possible answer: It stays with the reader; it creates interest.)



Tool Kit

Close-Read Guide and Model Annotation

STANDARDS

Reading Informational Texts

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

- For more practice, go back into the text and complete the close-read sections.
- Revisit a section of the text you found important during your first read. Read this section closely and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

- (a) **Summarize** When you **summarize**, you give the main points of a text in a shorter way. Summarize the author's argument in "Three Cheers for the Nanny State." (b) **Analyze** What are two pieces of evidence in the text that support the author's argument?
- Interpret** What ideas and beliefs do you think helped form the author's opinion? Support your answer with details from the text.
- Evaluate** Do you agree with the author's argument? Why, or why not? Cite details from the text to support your answer.
- Essential Question:** *When is it right to take a stand?* What have you learned from this article about when and how to take action?

PERSONALIZE FOR LEARNING

Strategic Support

Evidence When evaluating an argument, exploring evidence is vital. There is a lot of information in the text to support the author's argument, but some of it may be confusing. Create an evidence chart. Place the argument at the top and have students summarize support for the argument found in the article. Add these pieces of evidence as bullet points on the chart.

Analyze Craft and Structure

Determine Author's Perspective An **author's perspective** is his or her view of the world or of a specific topic. Sometimes a writer states his or her point of view directly. Other times, readers must use clues in the text to infer, or make an educated guess about, the author's perspective.

When writers disagree about ideas, it may be due to differing viewpoints. Sometimes, an author may also come across **evidence** that does not support his or her perspective. In such cases, writers anticipate conflicts and address them directly. By acknowledging conflicts, the author demonstrates respect for others and builds a stronger argument.

Evaluate Author's Argument A writer's **argument** is based on **claims** and supporting evidence. Writers use both **facts** and **opinions** to support their claims. Facts can be proved true. Opinions express a person's judgment or beliefs. **Valid** opinions are also supported by facts. To evaluate an author's argument, ask these questions:

- Are the author's claims reasonable?
- Does the author offer enough evidence to support his or her claims? Remember, evidence should include facts that can be proved true. Opinions should be supported by facts.
- Is all the evidence **relevant**, or closely related to the topic?

Practice

 **Notebook** Respond to these questions.

1. (a) The author states her perspective on the soda ban directly in paragraph 19. What is her perspective? (b) **Analyze** Why do you think the author states her perspective at the end of the article, not the beginning or middle?
2. (a) What opposing viewpoints does the author address in the article? (b) **Analyze** How does this affect the strength of her argument?
3. (a) What facts does the author present to support her claim that people don't always know how to achieve their goals? (b) **Evaluate** Do you think this claim helps support the author's argument? Why or why not?

CITE TEXTUAL EVIDENCE
to support your answers.

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Analyze Craft and Structure

Determine Author's Perspective When reading an opinion piece, the author's point of view should be easy to determine. Have students consider why this is true. Point out that if the author's purpose is to convince the reader that the point being made is the correct one, then the reader needs to know what that point is. A successful argument should be clear and supported by valid and compelling evidence. For more support, see **Analyze Craft and Structure: Determine Author's Perspective**. 

Practice

Possible responses

1. (a) She supports the new law. (b) She wants to present all the evidence first to strengthen her case.
2. (a) People see themselves as making free, rational choices. If this law is passed, soon there will be more laws interfering in people's lives and health choices. (b) This strengthens her argument because it deals with some of the reasons readers might disagree with the author's ideas.
3. (a) Researchers have found that people make decisions based on "cognitive bias," ways our minds trip us up. For example, people believe bad things are less likely to happen to them and often prefer the way things are now to new changes. (b) Yes, because claim is reasonable and is supported by enough facts that can be proved and are relevant.

FORMATIVE ASSESSMENT

Analyze Craft and Structure

- **If** students are unable to determine the author's perspective, **then** have them reread the article.
- **If** students are unable to identify evidence, **then** point out several examples of evidence from the article.

For Reteach and Practice, see **Analyze Craft and Structure: Determine Author's Perspective (RP)**. 

PERSONALIZE FOR LEARNING

English Language Support

Important Terms When reading an opinion piece, there are terms that can be generally applied. Understanding these terms will help students understand the author's point and help them to construct meaningful responses. Review the following terms and phrases: argument, fact, opinion, valid, relevant. After reviewing these terms, show the chart below to demonstrate how these terms can be used to understand an

argument. [comp: create the following web: at the top: argument. Have two lines coming out of **argument**, below the term. At the end of the one on the right, have the term **fact** and at the end of the one on the left, **opinion**. Out of each of these two terms have 2 lines descending below them. Label the left line for both **Valid** and the right line **relevant**.

Concept Vocabulary

Why These Words

Possible responses

- 1. The word *nanny* shows that many people feel like this law is watching over them closely, like a babysitter. The author says the law is not like *Prohibition*, so people still have the choice to buy soda, even if it is discouraged. The author argues that there are *rational* and *justifiable* reasons for the new law, and that it is based on a sound *principle*. Still, many people prefer the *status quo* to new changes.
- 2. ban, intervention, Legislature, liberty, society, paternalistic, government

Practice

Possible responses

- 1. Some people hire a *nanny* to take care of their small children. The sale of alcohol was banned during *Prohibition*. People are more likely to agree with you if you present a *rational* argument. There is no *justifiable* reason for committing a violent crime. The United States was founded on the *principles* of liberty and self-government. We can only solve the world's problems by changing the *status quo*.
- 2. Yes, because the ban only stops people from buying large sizes of sugary drinks; it does not prevent them from buying any sugary drinks or as many smaller sizes as they wish.

Word Network

Possible words: bias, irrationally, imprudently

Word Study

For more support, see **Concept Vocabulary and Word Study.**

Possible responses

- 1. Prohibition, restrictions, decisions, action, miscalculations, situation, construction, regulation
- 2. *Reflexive* means tending to reflect, as when people reflect back their own ideas.

FORMATIVE ASSESSMENT

Concept Vocabulary

If students struggle to properly use concept vocabulary, then review the meanings of concept vocabulary words and use them in sentences.

Word Study

If students struggle to understand the morphology, then provide more examples.

For Reteach and Practice, see **Word Study: Morphology (RP).**



LANGUAGE DEVELOPMENT



THREE CHEERS FOR THE NANNY STATE

Concept Vocabulary

Prohibition	justifiable	status quo
rational	principle	

Why These Words? These concept words help the author discuss rules and laws. For example, *Prohibition* was a law banning alcohol in the United States. Rules are often based on a *principle*, or idea, about life.

- 1. How is each concept vocabulary word related to the author's argument about the new law in New York?
- 2. What other words in the selection connect to rules or laws?

Practice

Notebook The concept vocabulary words appear in "Three Cheers for the Nanny State."

- 1. Use each concept word in a sentence that demonstrates your understanding of the word's meaning.
- 2. Do you agree with the author that the new soda ban is different from Prohibition? Why, or why not?

Word Study

Morphology Suffixes can change the form, or morphology, and meaning of a **base word**. For example, the Latin suffix *-tion* (like the forms *-ion* and *-ation*) means "the act, state, or condition." In "Three Cheers for the Nanny State," the word *intervention* means "the state or act of intervening."

- 1. What other words in the passage include the suffix *-tion*?
- 2. The Latin suffix *-ive* changes words into adjectives. It means "doing or tending to do something." Based on your knowledge of the suffix *-ive*, what does the word *reflexive* mean as it is used in paragraph 3?



WORD NETWORK

Add interesting legal words from the text to your Word Network.



STANDARDS

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

VOCABULARY DEVELOPMENT

Word Analysis In Word Study, students search for words in the article that end with the suffix *-tion* or the suffix *-ive*. Point out that these are common suffixes, ones that students will use or encounter everyday. Compile class lists of familiar words ending in these suffixes. Review the meaning of the suffix and have students explain how the suffix meaning is relevant to the meaning of the words on each list.

Conventions

Clauses A **clause** is a group of words that has both a subject and a verb. An **independent clause** has a subject and a verb, and it can stand by itself as a sentence. A **dependent**, or **subordinate**, **clause** has a subject and a verb, but it cannot stand alone as a complete sentence. The chart shows several kinds of clauses:

CLAUSE	ABOUT THE CLAUSE	EXAMPLE
Independent clause	<ul style="list-style-type: none">• Can stand by itself as a sentence	<i>Although many people oppose the new law, the author supports it.</i>
Adverb clause	<ul style="list-style-type: none">• Acts as an adverb• Begins with a subordinating conjunction such as <i>if</i>, <i>although</i>, <i>when</i>, or <i>because</i>	<i>Although many people oppose the new law, the author supports it.</i>
Relative clause	<ul style="list-style-type: none">• Acts as an adjective• Usually begins with a relative pronoun, such as <i>who</i>, <i>whom</i>, <i>whose</i>, <i>which</i>, or <i>that</i>	<i>The author supports a law that bans large-size sugary drinks.</i>
Noun clause	<ul style="list-style-type: none">• Acts as a noun• Begins with a word such as <i>what</i>, <i>whatever</i>, <i>when</i>, <i>where</i>, <i>why</i>, or <i>how</i>	<i>The author explains how the new law will work.</i>

In a sentence with two or more clauses, you may need a comma between the clauses. For example, you usually also need a comma between an adverb clause and an independent clause.

Read It

1. Identify whether each clause is an independent clause or a dependent clause. If it is a dependent clause, tell which kind.
 - a. People suffer from “cognitive bias”
 - b. Which makes us value what we already have
 - c. Because we procrastinate
 - d. Some new laws are really an improvement
2. Reread paragraph 5 of “Three Cheers for the Nanny State.” Mark and then label at least one example of an independent clause and one example of a dependent clause.

Write It

 **Notebook** Write a brief paragraph about the goals of the new law in New York. Make sure to use at least two examples of independent clauses and two examples of dependent clauses in your paragraph. When you are finished writing, identify the independent clauses and the dependent clauses.

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Conventions

Clauses Understanding sentence structure will help students to become better writers. Explain that clauses help writers to create more complex sentences. Complex sentences make writing more interesting and help a writer to express an idea in a more sophisticated, interesting way.

For more support, see **Conventions: Clauses.** 

MAKE IT INTERACTIVE

Provide students with examples of short sentences and have them combine those sentences to create more compelling ideas. Have them refer to the chart of clauses to help them understand the sentence structure. Example: *Many people oppose the new law. The author supports it.* This becomes, *Although many people oppose the new law, the author support it.* Students can suggest examples connected to the article topic or to their own lives.

Read It

Possible responses

1. a. independent clause; b. dependent clause, noun clause; c. dependent clause, adverb clause; d. independent clause
2. Independent clauses: John Stuart Mill wrote, we should almost never stop people from behavior that affects only themselves

Dependent clauses: According to Mill’s “harm principle,” because people know best, what they themselves want

Write It

Possible responses

Answers will vary, but should include two highlighted examples of independent clauses and two highlighted examples of dependent clauses.

PERSONALIZE FOR LEARNING

English Language Development

Clauses Review the different types of clauses with the students and create a chart like the one in the lesson. Ask students to come up with their own clause examples for each type of clause in the chart. Review the components of each type of clause. Take several suggestions for each type of clause, giving more students the opportunity to practice the concept and to learn from each other’s responses.

FORMATIVE ASSESSMENT

Conventions

If students struggle to understand independent and dependent clauses, **then** review examples of each.

For Reteach and Practice, see **Conventions: Clauses (RP).** 

Soda Ban? What About Personal Choice?

 AUDIO SUMMARIES

Audio summaries of Soda Ban: What About Personal Choice? are available in both English and Spanish in the Interactive Teacher's Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

This opinion piece by Katrina Trinko argues against the ban on large sodas in New York. She argues that government intervention to improve health is not inherently bad, but that this policy is overbearing. The government should give people information and then allow them to make their own choices. It should not create economic deterrents as a way to change people's behavior. She speaks unfavorably of current laws on cigarettes, which charge very heavy taxes so that people won't want to buy them, and warns that Bloomberg may impose similar taxes on junk food. Trinko concludes by arguing that free choices make people grow and learn to reach their potential.

Insight

This opinion piece argues that free choice is more important than promoting health.

ESSENTIAL QUESTION:

When is it right to take a stand?

Connection to Essential Question

The author argues that this law will lead to more and more restrictive laws, and so should be stopped now.

WHOLE-CLASS LEARNING
PERFORMANCE TASK

How can a city, school, or other local organization help people learn to avoid unhealthy eating and drinking habits?

Connection to Performance Tasks

Whole-Class Learning Performance Task The author argues that raising awareness about risks is better than trying to prevent people from spending money on risky things.

Unit Performance-Based Assessment Information from reliable sources, like the surgeon general's reports, can help you make good choices.

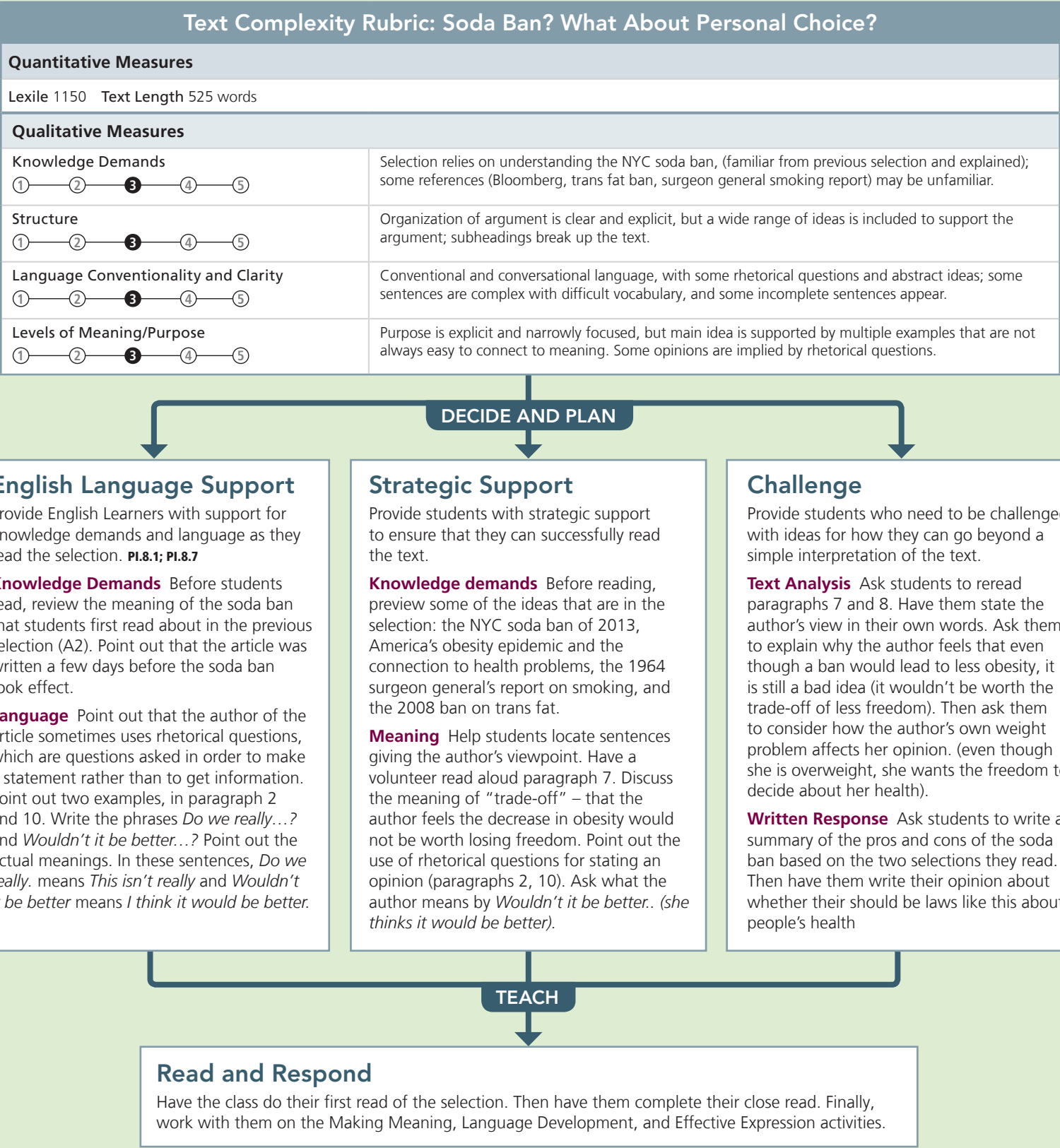
UNIT PERFORMANCE-BASED
ASSESSMENT

How can people determine what matters to them and make their own choices in life?

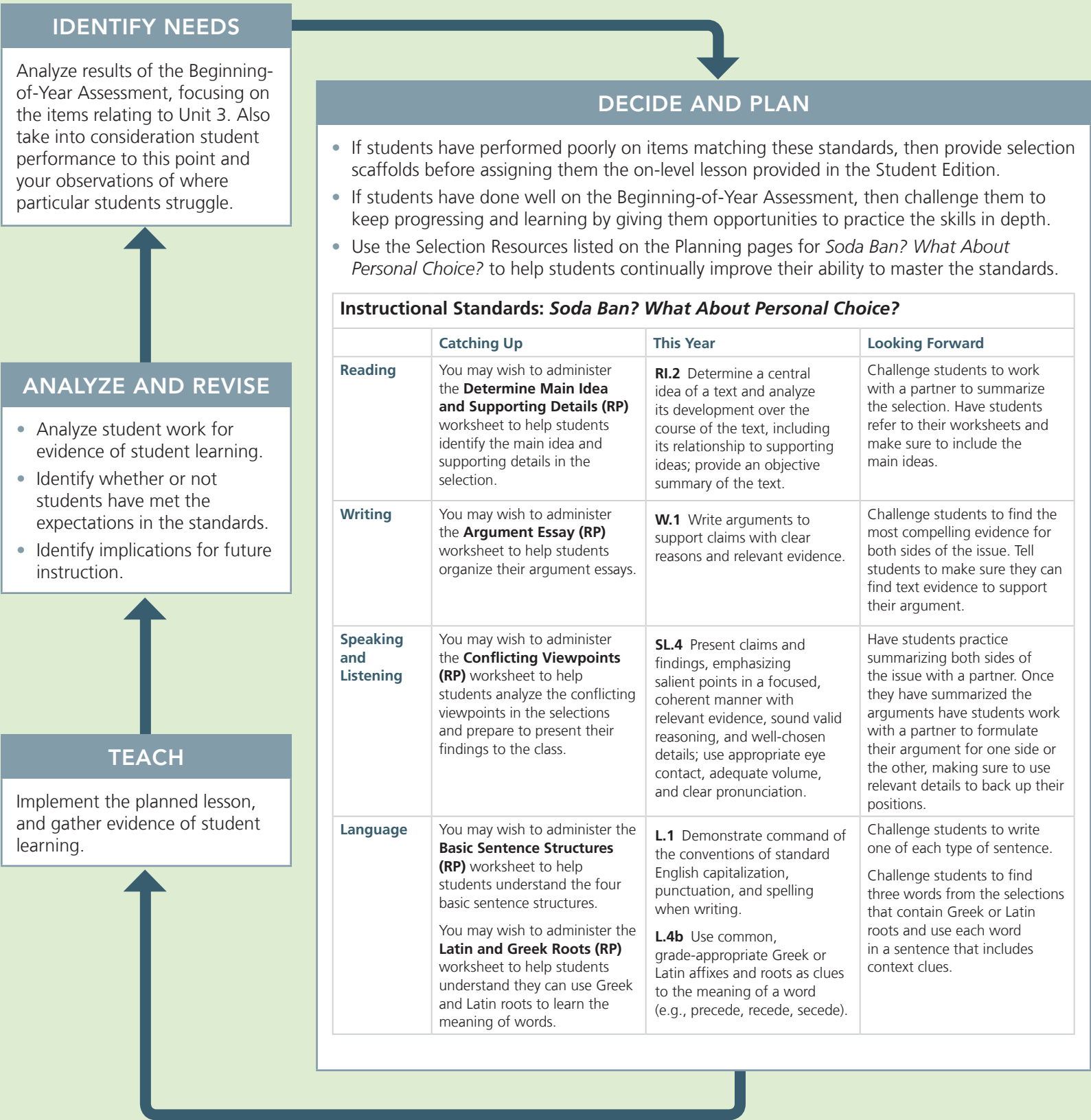
TK

	Making Meaning	Language Development	Effective Expression
Lesson	First Read Close Read Analyze the Text Analyze Craft and Structure	Concept Vocabulary Word Study Conventions	Prepare to Compare Writing to Compare
Instructional Standards	RI.2 Determine a central idea of a text and analyze . . . RI.9 Analyze a case in which two or more texts provide conflicting information . . . W.9b Apply grade 8 Reading standards to literary nonfiction . . .	L.2 Demonstrate command of the conventions of standard English . . . L.3 Use knowledge of language and its conventions . . . L.4 Determine or clarify the meaning of unknown and multiple meaning words or phrases . . . L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues . . .	RI.8 Delineate and evaluate the argument and specific claims . . . RI.9 Analyze a case in which two or more texts provide conflicting information . . . SL.4 Present claims and findings . . . W.1 Write arguments to support claims . . .
STUDENT RESOURCES			
Available online in the Interactive Student Edition or Unit Resources	 Selection Audio  First-Read Guide: Nonfiction  Close-Read Guide: Nonfiction		 Evidence Log
TEACHER RESOURCES			
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	 Audio Summaries  Annotation Highlights  EL Highlights  English Language Support Lesson: Skill  Analyze Craft and Structure: Determine Main Idea and Supporting Details	 Concept Vocabulary and Word Study  Conventions: Basic Sentence Structures	 Prepare to Compare: Conflicting Viewpoints  Writing to Compare: Argument Essay
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	 Analyze Craft and Structure: Determine Main Idea and Supporting Details (RP)	 Word Study: Latin and Greek Roots (RP)  Conventions: Basic Sentence Structures (RP)	
Assessment Available online in Assessments	  Selection Test		
My Resources	 A Unit 3 Answer Key is available online and in the Interactive Teacher's Edition.		

Reading Support



Standards Support Through Teaching and Learning Cycle



Jump Start

FIRST READ Who decides what you get to do? How fast can drivers drive? Who can buy cigarettes? Have students discuss whether making choices, healthy or unhealthy, is a normal part of life and whether government should play a role.

Soda Ban? What About Personal Choice?

Why did Mayor Bloomberg push for the soda ban? Is it fair? Will it work? What is the best approach to the problem? Modeling questions such as these will help students connect to “Soda Ban? What About Personal Choice?” and to the Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher’s Edition.

Concept Vocabulary

Support students as they rank their words. Ask if they’ve ever heard, read or used them. Reassure them that the definitions for these words are listed in the selection.

FIRST READ

As they read, students should perform the steps of the first read:

NOTICE: You may want to encourage students to notice the writer’s argument and evidence used to support that argument.

ANNOTATE: Remind students to mark passages that show the writer’s opinion and the support she provides to back up her point of view.

CONNECT: Encourage students to go beyond the text to make connections. Have them consider healthy and unhealthy choices they make in their lives and how they make those choices.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the **First-Read Guide: Nonfiction** for students to use.



MAKING MEANING



Comparing Texts

You will now read the article “Soda Ban? What About Personal Choice?” First, complete the first-read and close-read activities. Then, compare the points of view in “Soda Ban? What About Personal Choice?” and “Three Cheers for the Nanny State.”



About the Author
Katrina Trinko is a political reporter for *National Review* online. Her work has been published in various media outlets, including the *Washington Times*. She has made numerous appearances on radio programs and TV shows. She often writes about public policy issues.

Soda Ban? What About Personal Choice?

Concept Vocabulary

You will encounter these words as you read “Soda Ban? What About Personal Choice?” Before reading, note how familiar you are with each word. Then, rank the words from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
implemented	
epidemic	
diabetes	
trans fat	
mandates	
consumption	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark any changes to the order you wrote.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.

STANDARDS
Reading Informational Texts
• Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation.



VOCABULARY DEVELOPMENT

Concept Vocabulary Reinforcement Have students select the concept vocabulary connected to health. These are *epidemic*, *diabetes*, *trans fat*. Have students discuss what they know about each of these terms. Review their definitions. Have students use each in a sentence. Next, have students consider how these terms are related to each other. Ask a volunteer to make a meaningful sentence that contains all three terms.



Soda Ban? What About Personal Choice?

Katrina Trinko

ANCHOR TEXT | OPINION PIECE

BACKGROUND

In 2012 New York City's Mayor Michael Bloomberg pushed for a cap on soft-drink sizes as part of his administration's focus on public health. Although controversial, the ruling won unanimous approval from the Board of Health. But groups such as the American Beverage Association sued the city, claiming that the ruling was illegal because it interfered with consumers' choices. Ultimately the ruling was struck down by a trial judge who called it "arbitrary and capricious," as it excluded certain businesses and didn't apply to other beverages with high concentrations of sugar and calories. This opinion piece was written before the ban was lifted.

SCAN FOR
MULTIMEDIA



- S**tarting Tuesday,¹ New Yorkers won't be able to buy a 20-ounce soda in Central Park. And families won't be able to order a 2-liter soda with their pizza—even when the bottle is going to be shared. After months of debate, New York City Mayor Michael Bloomberg's edict is finally being **implemented**: No restaurant can serve certain sweet drinks larger than 16 ounces.
- Is this really the path we want to go down to fight obesity—or the many other health problems caused by our personal choices?
- There's no doubt America has an obesity **epidemic**: Two-thirds of adults are overweight or obese, according to the Centers for

1. **Tuesday** March 12, 2013.

NOTES

implemented (IHM pluh meht ehd) *adj.* carried out, gotten done

epidemic (ehp uh DEHM ihk) *n.* rapid spread of disease, so that many people have it at the same time

Soda Ban? What About Personal Choice? 287

CLOSER LOOK

Analyze Tone

Students may have marked paragraph 2 during their first read. Use this paragraph to help students understand what message the author is trying to give the reader through the tone of her words. Encourage them to talk about the annotations that they marked. You may want to model a close read with the class based on the highlights shown in the text.

ANNOTATE: Have students mark details in paragraph 2 that show the author's tone, or have students participate while you highlight them.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from the way the author asks her question, and accept student responses.

Possible response: By using words like, *really*, the reader can infer that she does not think it is a good idea.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The author uses a sarcastic tone in her question to send the message that she does not think the soda ban is an effective tool to solve the obesity epidemic.

The **tone** of a literary work is the writer's attitude toward his or her audience and subject. This tone can often be described by a single adjective, such as formal or informal, serious or playful, gentle or bitter, naive or ironic, sympathetic or scathing, friendly or distant, breezy or pompous. Tone is often affected by the *connotations*, or emotional associations, of the writer's choice of words, and tone almost always affects the *mood* of a literary work—the overall feeling that it evokes in the reader.

Additional **English Language Support** is available in the Interactive Teacher's Edition.

CROSS-CURRICULAR PERSPECTIVES

Science The author refers to the obesity epidemic in this country. Since obesity has reached the level of epidemic, much research into the causes and possible solutions has been done. Have students select a subject related to the causes of obesity. Have them research their topic and make a brief presentation to the class. Presentations should contain five bullet points and an illustration. Remind students to show respect for each other's ideas during presentations.

CLOSE READ

Authors try to create images for the reader with their words. Sometimes the purpose of these images is to help the reader better understand the point being made. You may wish to model the Close Read using the following think-aloud format. Possible responses to questions on the Student page are included. You may also want to print copies of the Close-Read Guide: Nonfiction for students to use.

ANNOTATE: As I read paragraph 8, I notice and highlight the last sentence.

QUESTION: I notice that the author is comparing a slimmer waste and being a child again.

CONCLUDE: I think the author used this comparison because It states the issue in its simplest terms.

NOTES

diabetes (dy uh BEE tihs) *n.* disease in which the body can't absorb sugar properly, due to a lack of insulin

trans fat *n.* particular kind of fat that is rare in nature but common in processed food. Increases the risk of heart disease

mandates *n.* (MAN daytz) orders

consumption (kuhn SUHMP shuhn) *n.* act of consuming; using up

CLOSE READ

ANNOTATE: In paragraph 8, mark the last sentence.

QUESTION: What two things is the author contrasting?

CONCLUDE: Why does the author make this choice? (*It states the issue in its simplest terms*)

Disease Control and Prevention. Thanks to those extra pounds, Americans are facing higher risks of developing Type 2 **diabetes** and heart disease, among other medical problems.

Bloomberg Acts

- 4 It's no wonder politicians are looking for solutions. But what's crucial is how government intervenes.
- 5 Just look at the war on smoking. The 1964 surgeon general's² report detailed the dangerous health effects of smoking but permitted Americans to decide for themselves whether the rewards offset the risks. That's a significant difference from, say, the \$5.85 tax per pack of cigarettes in New York City, which is effectively acting as an economic deterrent to buying them.
- 6 Don't think that the war on junk food won't advance as far as the war on smoking. This month, Bloomberg said he would like to see 16-ounce-plus soda ban applied throughout the state. That way, grocery and convenience shops—which are regulated by the state and not the city—could also not legally sell larger drinks to consumers.
- 7 Nor is the ban on soda the first time Bloomberg has tried to change the way New Yorkers eat. In 2008, he banned **trans fat** in food prepared by restaurants in the city. Sure, government **mandates** could lead to the percentage of overweight Americans plummeting, just as the number of smokers did. But it wouldn't be worth the trade-off.
- 8 Like most of us, I lived in an actual "nanny state" as a child, where my parents determined what I could eat and how much. Now, as an adult with the freedom to choose my own junk food **consumption**, I am overweight—which I wasn't as a kid. Nevertheless, irked as I am by my inability to commit to a healthier lifestyle, I wouldn't want to accept Bloomberg as my nanny. *That's because I wouldn't trade a slimmer waist for being treated like a child again.*

Character Matters

- 9 True character growth can only occur when someone chooses freely. When you don't do the right thing because you have to, because it's the only game in town, there is a real opportunity for transformation, for reaching your potential best self that can come only after agonizing—and picking the better path while in full awareness of the desirability of the other route.
- 10 Wouldn't it be better, as in the case of the surgeon general's report, to raise awareness about the dangers of obesity?
- 11 If we treat junk food like cigarettes, we may well decrease obesity rates. But the downside is that we'd all be living, like I used to, in a nanny state. 🍷

2. **surgeon general** *n.* senior medical officer working for a government.

PERSONALIZE FOR LEARNING

English Language Support

Revisit the following sentence in paragraph 8: *That's because I wouldn't trade a slimmer waist for being treated like a child again.* The author here talks about a tradeoff between two things, a slimmer waist and being treated like a child. Ask the students: Does the author believe that this idea is actually possible? Does she believe that

you can make this trade? That answer is no. The writer is using these ideas to illustrate a point. The sentence could have begun with a clause like, "If it were actually possible to trade," but the author did not do this. That is because authors use comparisons to make a point, as the author did here.

Comprehension Check

Complete the following items after you finish your first read.

1. What problem is the soda ban supposed to address?
2. In what way are cigarettes treated differently today than they were in 1964?
3. What is one reason the author opposes the ban on large-size sweet drinks?
4.  **Notebook** Write a three-sentence summary of “Soda Ban? What About Personal Choice?”

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the passage?

Research to Explore Choose something that interested you from the text and formulate a research question.

Soda Ban? What About Personal Choice? 289

Comprehension Check

Possible answers

1. The ban is intended to help solve the problem of America’s obesity epidemic.
2. In 1964, although the surgeon general reported on the dangers of smoking, people could decide on their own whether to buy cigarettes. Today, cigarettes are taxed heavily, which discourages people from buying them.
3. The author feels that, by banning large-size sweet drinks, politicians and the government are treating her like a child and taking away her freedom to make choices.
4. The author does not agree with the soda ban. She believes there are more effective approaches, like the approach to smoking in the past. It would be better to help people make better, more informed choices.

Research

Research to Clarify If students struggle to decide on a detail to research, you may want to suggest that they focus on one of the following topics: the New York soda ban, obesity in America, smoking in America, the Surgeon General.

Research to Explore If students aren’t sure how to go about formulating a research question, suggest that they use their findings from Research to Clarify as a starting point. For example, if students researched the smoking in America, they might formulate a question such as *Why has smoking decreased in America?*

PERSONALIZE FOR LEARNING

Challenge

Research Related Topics Issues of public health are an important part of the American conversation. With the rise of health care costs directly associated with public health crises, it is important to understand these challenges. Ask students to select a public health crisis in the United States. Have them create posters to increase awareness of the crisis. The posters should include at least three facts about the crisis. Display the posters.

Jump Start

CLOSE READ Use the following prompt to engage students in a class discussion. Do you agree that it is a good idea for the government to make laws that protect us from ourselves or do you think people should get to decide for themselves, even if they make poor decisions?

Close Read the Text

Walk students through the annotation model on the Student page. Encourage them to complete items 2 and 3 on their own. Review and discuss the sections students have marked. If needed, continue to model close reading by using the Annotation Highlights in the Interactive Teacher's Edition.

Analyze the Text

Possible responses

- 1. (a) The author compares the soda ban to the tax on cigarettes. (b) She suggests that they are similar because both limit people's ability to buy something unhealthy. **DOK 2**
- 2. Adults should be free to make their own choices without pressure from the government. The author writes, "True character growth can only occur when someone chooses freely." **DOK 2**
- 3. Answers will vary, but should include support for whichever side the student chose. **DOK 3**
- 4. **Essential Question** It may be right to take a stand to preserve the freedom to make difficult choices and grow personally. **DOK 4**

FORMATIVE ASSESSMENT

Analyze the Text

- If students fail to cite evidence, then remind them to support their ideas with specific information.
- If students struggle to understand the essential question, then review how it relates to this article and the author's perspective.



EFFECTIVE EXPRESSION



SODA BAN? WHAT ABOUT PERSONAL CHOICE?

Tool Kit
Close-Read Guide
and Model Annotation

STANDARDS
Reading Informational Texts
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Close Read the Text

- 1. This model from the text shows two sample annotations along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: Annotate the quoted phrase in the first sentence.

QUESTION: Why does the author put this phrase in quotes?

CONCLUDE: Why does the author make this choice?

Now, as an adult with the freedom to choose my own junk food consumption, I am overweight—which I wasn't as a kid. Nevertheless, irked as I am by my inability to commit to a healthier lifestyle, . . . I wouldn't trade a slimmer waist for being treated like a child again.

ANNOTATE: The author repeats the words child and kid in this section of text.

QUESTION: What is the purpose of repeating these words?

CONCLUDE: Why does the author make this choice?

- 2. For more practice, go back into text and complete the close read sections in the side columns.
- 3. Revisit a section of the text you found important during your first read. Read this section closely and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Notebook Respond to these questions.

- 1. (a) **Compare and Contrast** What comparison does the author use to support her argument about the soda ban? (b) **Analyze** How does she suggest it is similar to the soda ban?
- 2. **Interpret** What ideas and beliefs do you think helped form the author's opinion? Explain.
- 3. **Evaluate** Do you agree or disagree with the author's argument? Why or why not? Cite details from the text to support your answer.
- 4. **Essential Question:** *When is it right to take a stand?* What have you learned about when and how to take action from this article?

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PERSONALIZE FOR LEARNING

English Language Support

Interpret Revisit this text from paragraph 8.
Now, as an adult with the freedom to choose my own junk food consumption, I am overweight—which I wasn't as a kid. Nevertheless, irked as I am by my inability to commit to a healthier lifestyle, . . . I wouldn't trade a slimmer waist for being treated like a child again.

This paragraph may present challenges in for English learners. It almost seems that the author is making a case for the soda ban. She discusses her challenges here, yet she says she does not think her choices should be regulated by the government. Have students discuss this text. How does the author use information that might support the ban to make a point that there should be no ban, but people should make their own decisions?

Analyze Craft and Structure

Determine Main Idea and Supporting Details The **main idea** of a work is the central point the author conveys. Sometimes the main idea is stated directly. Sometimes the reader must figure it out based on other things the author states. Writers build arguments by presenting a main idea and **supporting details—evidence** for and explanations of the main idea.

A **summary** tells the most important parts of a text in a short form, and not in the author's words. To **summarize** a nonfiction text, such as an argument, restate the main idea and the most important supporting details in your own words. Make sure your summary is **objective**—it should tell what the text says, not your opinion.

Analyze Conflicting Arguments Writers do not always agree, even when they are writing about the same topic. When writers disagree about ideas, there may be different causes. For example, the authors may present conflicting facts. Authors may also present similar facts but disagree about how to interpret them.

Practice

Notebook Respond to these questions.

- (a) **Summarize** Summarize the main idea of “Soda Ban? What About Personal Choice?” (b) **Make Connections** The main idea of the article is not stated directly. What are two sentences that give clues about the author's point of view or argument?
- (a) **Cite Evidence** Cite one detail in the article that supports the main idea. (b) **Classify** Explain whether this detail serves as evidence (a fact supporting the main idea) or explanation (a reason supporting the main idea).
- (a) **Contrast** How are the arguments of “Soda Ban? What About Personal Choice?” and “Three Cheers for the Nanny State” different? (b) **Analyze** What is the main cause for the authors’ disagreement? Cite evidence from the texts to support your answer.

CITE TEXTUAL EVIDENCE
to support your answers.

STANDARDS

Writing
Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Soda Ban? What About Personal Choice? 291

Analyze Craft and Structure

Determine Main Idea and Supporting Details When an author writes an argument, she is trying to convince the reader that her opinion is the correct one. The main idea is going to be the argument. Once the reader has identified the main idea, the next step is to find the supporting details. If either of these pieces are missing, an argument fails. For more support, see **Analyze Craft and Structure: Determine Main Idea and Supporting Details.**

Practice

Possible responses

- (a) Regulations such as the soda ban prevent people from learning to make good decisions on their own. (b) “True character growth can only occur when someone chooses freely.” “Wouldn’t it be better, as in the case of the surgeon general’s report, to raise awareness about the dangers of obesity?”
- (a) The war on junk food will follow the path of the war on smoking, with ever more regulation. (b) This is an explanation because it is based on the author’s interpretation of a comparison.
- (a) The author of “Soda Ban? What about Personal Choice” opposes the soda ban, and the author of “Three Cheers for the Nanny State” supports it. (b) The authors interpret similar evidence in different ways. For example, they both agree that obesity is a problem in the United States. However, they disagree on whether the soda ban is or is not a good way to fight obesity.

FORMATIVE ASSESSMENT

Analyze Craft and Structure

- If** students struggle to identify the main idea in this article, **then** review the hints available in the title and the opening paragraph.
- If** struggle to identify supporting details, **then** revisit the text and help them to identify a supporting detail.

For Reteach and Practice, see **Analyze Craft and Structure: Determine Main Idea and Supporting Details. (RP)**

WriteNow Express and Reflect

Express and Reflect Based on all that they have read so far, ask students to write a brief opinion piece on the following subject: Should sugary snacks or drinks be banned? Students should make sure to include a main idea, in this case their opinions. They should also include at least two supporting details based on their reading and their background knowledge.

Concept Vocabulary

Why These Words

Possible responses

- 1. The vocabulary words draw attention to health problems related to obesity and poor diet choices, and to how the government is attempting to address these concerns.
- 2. edict, obesity, overweight, obese, intervenes, deterrent regulated

Practice

Possible responses

- 1. a. epidemic, b. implemented, c. mandate
- 2. The *consumption* of unhealthy foods, such as *trans fats* and large amounts of sugar, has caused many Americans to gain unhealthy amounts of weight. As a result, more people suffer from diseases such as *diabetes*.

Word Network

Possible words: *deterrent, regulated, desirability*

Word Study

For more support, see **Concept Vocabulary and Word Study**.

Possible responses

- 1. An agonizing decision is one that was not easy to reach and involved much struggle.
- 2. Extreme pain or sadness might cause a person to feel agony.

FORMATIVE ASSESSMENT

Concept Vocabulary

If students struggle to understand concept vocabulary, **then** review concept vocabulary and its use in the text.

Word Study

If students do not understand the words agony or agonizing, **then** review the meaning of these words.

For Reteach and Practice, see **Word Study: Latin and Greek Roots (RP)**.



LANGUAGE DEVELOPMENT



SODA BAN? WHAT ABOUT PERSONAL CHOICE?

Concept Vocabulary

implemented	diabetes	mandates
epidemic	trans fat	consumption

Why These Words? These concept words help the author discuss health issues and laws related to health. For example, the author discusses New York City's proposed *mandate* to limit sodas to 16 ounces. Notice what argument the author makes about the health issues she raises.

- 1. How does the concept vocabulary sharpen the reader's understanding of health problems and laws in the United States?
- 2. What other words in the selection connect to the concept of health and health-related laws?

Practice

Notebook The concept vocabulary words appear in "Soda Ban? What About Personal Choice?"

- 1. Complete each sentence with the correct concept word:
 - a. The flu _____ of 1918 killed many people.
 - b. After considering many options, we chose a plan and _____ it.
 - c. The winning candidate believed she had a _____ from the voters to make changes.
- 2. Explain how the vocabulary words *diabetes*, *trans fat*, and *consumption* are related.

Word Study

Latin and Greek Roots You can use **Latin roots** and **Greek roots** to help determine the meaning of a word. For example, the Greek word *agonia* means "contest" or "anguish." The Latin word *agonizare* means "struggle." These words are related to the English word *agonizing* in paragraph 9 of the article.

- 1. Based on the meanings of the related Greek and Latin words, how would you describe an *agonizing* decision?
- 2. Based on what you know about related words, what might cause a person to feel *agony*?

STANDARDS

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexible from a range of strategies.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

VOCABULARY DEVELOPMENT

Word Analysis In Word Study, students learned about the Greek and Roman roots to the words agonizing and agony. Have students use these two words to describe something in their lives or something that interests them. Their choices can be serious or humorous, as long as they demonstrate an understanding of what each word means and how it should be used in conveying a message.

Conventions

Basic Sentence Structures Sentence structure is defined by the types of **clauses** in a sentence. An **independent clause** forms a complete thought or sentence. A **dependent clause** is a sentence fragment or incomplete thought. The four basic sentence structures are shown in the chart. Independent clauses are shown in bold. Dependent clauses are shown underlined.

SENTENCE STRUCTURE	EXAMPLE
A simple sentence has a single independent clause with at least one subject and verb.	<i>The author opposes the new law.</i>
A compound sentence consists of two or more independent clauses joined either by a comma and a conjunction or by a semicolon.	<i>The author opposes the new law, but many people support it.</i>
A complex sentence consists of an independent clause and one or more dependent clauses.	<i>The author opposes the new law, <u>which bans sales of large-size sweet drinks</u>.</i>
A compound-complex sentence consists of two or more independent clauses and one or more dependent clauses.	<i>The author opposes the new law, <u>which bans sales of large-size sweet drinks</u>, but many people support it.</i>

Read It

- Identify what type of sentence structure each sentence has.
 - I lived in an actual “nanny state” as a child, where my parents determined what I could eat and how much.
 - Politicians are looking for solutions.
 - Two-thirds of American adults are overweight or obese, and they face higher risks of developing heart disease.
- Reread paragraph 9 of “Soda Ban? What About Personal Choice?” Label the kind of structure each sentence in the paragraph has.

Write It

Add one or more clauses to this simple sentence to form each sentence structure.

Sugary drinks are unhealthy.

- Compound sentence:
- Complex sentence:
- Compound-complex sentence:

Soda Ban? What About Personal Choice? 293

Conventions

Basic Sentence Structures Review with students the components of a complete sentence. A sentence can be as simple as a noun and a verb that make a complete thought. Remind them that this is an independent clause. It stands on its own. Point out that as we add clauses to our sentences, they transform into different types of sentences.

For more support, see **Conventions: Basic Sentence Structures**. 

MAKE IT INTERACTIVE

Ask students to suggest examples of sentences. Display the examples for the class. Have the class determine if the sentences are simple, compound, complex, or compound-complex.

Read It

Possible responses

- a. complex sentence, b. simple sentence, c. compound sentence
- Complex: True character growth can only occur when someone chooses freely.

Compound-complex: When you don’t do the right thing because you have to, because it’s the only game in town, there is a real opportunity for transformation, for reaching your potential best self that can come only after agonizing and picking the better path while in full awareness of the desirability of the other route.

Write It

Possible responses

- Sugary drinks are unhealthy, so some people want to ban larger size drinks.
- Although they taste delicious, sugary drinks are unhealthy.
- Although they taste delicious, sugary drinks are unhealthy, so some people want to ban larger size drinks.

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PERSONALIZE FOR LEARNING

Challenge

Have students revisit the article, “Soda Ban? What About Personal Choice?” Ask students to find two examples from the article of sentences in each of the following categories: simple, compound, complex, and compound-complex. Have students share their sentences and categories. Ask them to explain one example they chose and why they believe it fits the category selected.

FORMATIVE ASSESSMENT

Conventions

If students struggle to understand basic sentence structure, **then** review example of different types of sentences. For Reteach and Practice, see **Conventions: Basic Sentence Structures (RP)**. 

Prepare to Compare

Conflicting View Points Part of making an informed decision is understanding both sides of an argument. One approach to making an informed decision is organizing the information you have to help you make that decision. Using graphic organizers can help.

Students should look for the main idea or claim of an argument early in the piece. Point out that writers will include evidence to support their claims throughout their arguments. They will also try to discredit the other side using evidence. Students need to be able to differentiate between the two.

For more support, see **Prepare to Compare: Conflicting View Points.**

FORMATIVE ASSESSMENT

Writing to Sources

If students struggle to complete the comparison chart, then review each section of the chart together.

EFFECTIVE EXPRESSION



Prepare to Compare: Speaking and Listening

Comparing Conflicting Viewpoints When you read two selections on the same topic, you can compare the authors' viewpoints. Often, these viewpoints are not the same.

Before you can compare the viewpoints in two texts, you must understand the viewpoint of each one. To better understand each author's viewpoint, work with a small group to follow these steps:

- Identify the main idea, or claim, of each article. What is the author's argument?
- Identify at least three points of evidence or reasons that each author states to support her argument. Remember, evidence includes facts that can be proved true. Reasons provide more detailed explanation of the author's views.
- Explain how each author responds to conflicting viewpoints in her article. What viewpoints does she address that conflict with her argument? How does she convince the reader that these viewpoints are wrong? Does she argue against them?

With your group, use this chart to identify the main idea, at least three pieces of supporting evidence or reasons, and how the author responds to conflicting viewpoints.

ARTICLE	MAIN IDEA OR CLAIM	SUPPORTING EVIDENCE	SUPPORTING REASONS	RESPONSE TO CONFLICTING VIEWPOINTS
Three Cheers for the Nanny State				
Soda Ban? What About Personal Choice?				

STANDARDS
Reading Informational texts
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

Present your findings to the class. When you are presenting the ideas from each text, make sure to restate them in your own words. Choose the strongest details from each selection for each category, and explain your choices clearly.

PERSONALIZE FOR LEARNING

English Language Support

Organization In making an informed decision, organizing one's thoughts is of vital importance. It can also be a challenge. Have students consider choices they have had to make in their lives. They can be serious choices, like life decisions, or simple choices, like what to order for lunch. Have students create a chart to compare the two sides of their choices and the evidence available to support each side.

Writing to Compare

Assignment

Based on the notes you wrote with your group, write an **argument essay**. In your essay, state which main idea or argument you found more convincing: the argument in “Three Cheers for the Nanny State” or the argument in “Soda Ban? What About Personal Choice?” Provide reasons and evidence to support your choice.

Draft

As you draft your argument essay, consider the evidence in each text and how well it supports your claim. Then, state your choice and the reasons and evidence for it. Your reasons and evidence should be based on material in the two selections. You may also add your own knowledge based on your experiences or on reliable sources.

Argument

An **argument** is a logical way of presenting a viewpoint, belief, or opinion. If your argument is well written, it is more likely to convince the reader. To make sure you’re argument is effective,

- Clearly state a precise claim.
- Use logical, relevant evidence to support your claim.
- Organize supporting reasons and evidence in a logical way.
- Use language—including varied sentence structures—to clearly explain how your claims, supporting evidence, and reasons are related.
- Use a formal, objective style and tone.
- Finish with a conclusion that ties together the main points of your argument.

Review and Revise

Once you are done writing, review and revise your argument. Check each piece of evidence you provided to support the claim. Make sure it is logical, relevant, and clearly explained. If necessary, add or remove supporting details or explanation.

 EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Soda Ban? What About Personal Choice?”

 STANDARDS

Speaking and Listening
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Writing
Write arguments to support claims with clear reasons and relevant evidence.

Writing to Compare

Draft Encourage students to skim both selections before writing their drafts. Point out that many writers don’t worry about organization when they write their first drafts—getting ideas down on paper is the goal at this stage of the process.

Argument Have students consider their arguments from the perspective of a reader. Is the argument clear? Does the evidence support the argument?

Review and Revise As students revise their arguments, encourage them to think about organization. Is the argument structured in a clear, logical manner? Does one paragraph lead to the next?

For more support, see **Writing to Compare: Argument Essay.** 

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Writing to Compare

- **If** students struggle to make a clear claim, **then** help students to revise their claims.
- **If** students struggle to provide evidence to support their claims, **then** help students to identify support for their arguments in the articles in this unit or from outside sources.

PERSONALIZE FOR LEARNING

Strategic Support

Composing an Argument If students struggle to compose their argument essays, have them revisit the comparison charts they made. Remind students that when there are two different points of view, both may be valid. Arguments do not have to have one solution. Have students

decidewhich argument feels stronger to each of them. Have a few students explain to the rest of the class which argument they agree with and why. After several have offered their thoughts, have the class complete the writing assignment.



Jump Start

Poor eating habits are a serious issue in this country. Ask students to write on a slip of paper whether they think society should help solve the problem. Then poll the class and have students give a one-sentence reason for their position.

Write an Argument

Review the writing assignment with the class. Make sure students understand that they are writing an argument. They need to consider how a city, school or local organization should help solve a problem. Remind students to keep in mind what they learned in the three articles they read

Students should complete the assignment using word processing software to take advantage of editing tools and features.

Elements of an Argument

When writing an effective argument, as the writer of “Freedom of the Press?” did, a writer needs to keep in mind that the goal is to convince the reader to agree with the argument. To do this, the writer needs to make a clear claim and provide relevant evidence and support. The writer also needs to be able to challenge counter-claims, or the argument on the other side. Finally, the writer needs to finish strong, with a conclusion that supports the original claim.

MAKE IT INTERACTIVE

Project “Freedom of the Press?” and have students identify the elements of an argument, such, as claim, counter-claim, reason, evidence and conclusion.

Academic Vocabulary

As you formulate your argument consider using some of the vocabulary you learned at the beginning of this unit.

WRITING TO SOURCES

- BARRINGTON IRVING
- THREE CHEERS FOR THE NANNY STATE
- SODA BAN? WHAT ABOUT PERSONAL CHOICE?

Tool Kit

Student Model of an Argument

STANDARDS

- Writing**
Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Write an Argument

You have just read three texts in which people take a stand on issues that matter to them, either by taking action or by sharing an opinion. In “Barrington Irving,” Irving works hard to achieve his dreams—and then to help students learn and achieve their own dreams in math, science, and aviation. In “Three Cheers for the Nanny State,” the author stands up for her support of New York City’s ban on large-size sugary drinks. The author of “Soda Ban? What about Personal Choice?” takes a stand on the opposite side of the same issue. Now you will use your knowledge of these texts to take a stand and write your own argument about a related topic in the form of a problem-and-solution essay.

Assignment

You have learned about two ways authors think people can avoid consuming unhealthy sugary drinks—through government limits, and through information and personal choice. Think about other ways to help people make healthy choices. Write a problem-and-solution essay on this question:

How can a city, school, or other local organization help people learn to avoid unhealthy eating and drinking habits?

Elements of an Argument

In a **problem-and-solution essay**, the writer identifies a problem and makes claims, or an argument, about a way to solve it. An effective problem-and-solution essay contains these elements:

- a clearly stated claim about the problem and proposed solution
- reasons, evidence, and examples that support your claim, are relevant and logical, and are organized logically
- counterclaims that address reasons why people might oppose your argument
- language and sentence structures that clarify how claims, counterclaims, and supporting details are related
- a clear and formal style with which to present your ideas
- a conclusion that follows from and supports your argument

Model Argument For a model of a well-crafted argument, see the Launch Text, “Freedom of the Press?”

Challenge yourself to find all of the elements of an effective argument in the text. You will have an opportunity to review these elements as you prepare to write your own argument.



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AUTHOR'S PERSPECTIVE Kelly Gallagher, M.Ed.

Revision E.B. Write once said, “The best writing is rewriting.” Unfortunately, many students come to us with the “I wrote it once; I’m done” philosophy. Demonstrate the importance of *revision* – making writing better by looking at it again– through teacher modeling. First, write with the class for eight minutes on a specific topic Then, Complete the activity with the class.

1. Display your first draft on the screen. Use think alouds as you use RADaR strategies for revision: REPLACE; ADD; DELETE; REORDER. For each change you implement, mark the type of change you made.
2. Have students use the same process on their first drafts. Remind students that they will work on making their

papers *correct* later; for now, they are to revise with the goal of being able to point out places where their second draft is better than their first.

Last, have students hold their two drafts side-by-side as you modeled, and indicate which RADaR strategies they used to revise their first drafts.

Prewriting / Planning

Write a Claim Reread the assignment. Consider the kind of organization you would like to discuss in your argument and what it can do to help people stay healthy. State your claim in a sentence:

Claim: People should learn to avoid unhealthy drinking and eating habits by:

Consider Possible Counterclaims A strong argument considers possible opposing arguments as well. Think about reasons people might *not* agree with your argument, claims, or evidence. List possible counterclaims in the chart below. Then make a plan about how to refute each counterclaim. Your plan should include arguments supported by data and examples.

COUNTERCLAIM	ARGUMENT AND EVIDENCE TO REFUTE IT

Gather Evidence From Sources Evidence for an argument should come from reliable sources, and from your own experience and knowledge. Look for statistics, facts, and expert opinions in sources such as library databases and online publications, as well as print media. You may also include knowledge you have about healthy eating and drinking.

Using evidence from a variety of sources can often make your argument stronger. Study the Launch Text to identify the different types of evidence used to develop the author’s argument.

Connect Across Texts To connect your argument with the Anchor Texts, consider how the young man in “Barrington Irving” devised ways to help young citizens learn about aviation, education, and their own futures. How might Irving approach the challenge of teaching people about healthy eating and drinking habits?

Then, review the information and ideas from “Three Cheers for the Nanny State” and “Soda Ban? What about Personal Choice?” Based on the ideas expressed in the articles, consider what kinds of additional action the author of each text might support.

 EVIDENCE LOG

Review your Evidence Log and identify key details you may want to cite in your argument.

Performance Task: Write an Argument **297**

Prewriting/Planning

Write a Claim

Consider Possible Counter Claims If a writer wants to win an argument, the writer cannot just make a claim and provide evidence to back it up. The writer needs to consider what the opposing view-point has to say. Why does it matter? The opposing view point matters because it make an argument ineffective. By anticipating what the opposition will say, or the counter claim, and providing evidence against it, the writer makes an even stronger argument.

Gather Evidence What counts as evidence? While the writer’s background knowledge and experiences count, it is always good to support an argument with documented facts from reliable sources. Take this opportunity to remind students that not all websites are reliable. Point them in the direction of acceptable online resources.

Connect Across Texts Students can use Barrington Irving’s experience of an example of how a person can make change happen. The article about his life should serve to inspire their arguments. The other articles are a point and counter-point. Both articles are example of successful argument pieces. Students can refer to them for writing style. How did the writers use evidence as well as writing conventions to make their pieces more effective?

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PERSONALIZE FOR LEARNING

Strategic Support

Graphic Organizer Have students organize their thoughts in a chart before they begin to write. This will help them to make sure they have included all of the components of a good argument.

Argument	
Claim	Evidence
Claim	Evidence
Counter Claim	Evidence
Counter Claim	Evidence
Conclusion	

Drafting

Organize Your Argument How does a writer decide the order of the evidence presented? In the end, the goal is to create the most convincing article possible. Point out to students that as they think about how to organize the information in their articles they need to ask themselves how their articles can have the greatest impact. Suggest that students begin by identifying their strongest, most compelling piece of evidence. This is a good organizational starting point.

Write a First Draft Encourage students to write freely in their first draft. The goal should be to get their ideas down on paper. Later they can concentrate on organizing their ideas and editing their language.



PERFORMANCE TASK: WRITING FOCUS

STANDARDS

Writing
Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s).
b. Support claim(s).
c. Use words, phrases, and clauses to create cohesion.
d. Maintain a formal style.
e. Provide a concluding statement.

Drafting

Organize Your Argument The order in which evidence is presented can make an argument more convincing. Some arguments present the strongest supporting details first. Others go from weakest to strongest. Sometimes it makes sense to tell events in the order they happened.

- Use an outline to help you plan the order of your evidence.
- Start by introducing your problem and your claim.
- Then, add supporting details in a logical order.
- Finish with a conclusion that restates and strengthens your claim.

The outline here shows how the Launch Text is organized.

LAUNCH TEXT

Model: "Freedom of the Press?"
Argument Outline

INTRODUCTION

The claim is introduced: *Freedom of the press does not apply to school newspapers.*

BODY

- School journalists have fought back against attempts to limit their freedom of expression.
- Counterargument: The Supreme Court ruled in the school's favor, because the censorship was for "valid educational reasons."
- "Valid educational reasons" is not a clear standard.
- Freedom of expression is an important part of becoming educated.

CONCLUSION

Schools should not limit students' free speech or freedom of the press.

Argument Outline

INTRODUCTION

BODY

-
-
-
-

CONCLUSION

Write a First Draft Use your outline to write the first draft of your argument.

- Start by writing an introduction that presents the problem and states your main claim or argument about how to solve it.
- Then use your outline to help you present your evidence, reasons, and counterclaims in a logical order.
- Use different sentence structures to show the connections between your claims, counterclaims, reasons, and evidence.
- Conclude your argument with a conclusion that summarizes your argument and states why your solution to the problem would be effective.

AUTHOR'S PERSPECTIVE

Jim Cummins, Ph.D.

The Importance of Frequent

Writing Writing develops a different awareness from reading. Second-language learners need abundant opportunities to write for varied audiences and purposes to determine what they do and do not know. Frequent writing can be accomplished through a combination of low-stakes (informal, ungraded) and high stakes

(formal, revised, graded) writing. Using this approach allows the teacher to nurture writing without needing to grade everything. Here are some suggestions for fostering regular writing:

- Do Quickwrites daily to review lessons and learning.
- Assign public writing, aimed at real audiences.

- Include personal writing, such as journals and diaries.
- Have students write reactions in response to their readings. Students can upload their reviews to class or school webpages.
- Have students write across genres. Try each one, having students pay

LANGUAGE DEVELOPMENT: CONVENTIONS

Pronoun-Antecedent Agreement

A **pronoun** is a word that stands for a noun or another pronoun. An **antecedent** is the word or group of words to which a pronoun refers. Pronouns should agree with the antecedents in number and person. *Number* refers to whether a pronoun is singular or plural. *Person* tells to whom a pronoun refers—the one(s) speaking, the one(s) spoken to, or the one(s) spoken about.

Read It

These sentences from the Launch Text contain pronouns and their antecedents.

- *His problem with the divorce article was that it was not “fair and balanced.” (third person singular)*
- *He didn’t like the way it criticized parents without providing their side of the story. (third person plural)*

Write It

As you draft your argument, make sure your pronouns agree with their antecedents in person and number. This chart may help you.

PERSON	NUMBER	PRONOUNS
First—the one speaking	Singular	<i>I, me, my, mine</i>
First—the ones speaking	Plural	<i>we, our, us, ours</i>
Second—the one spoken to	Singular	<i>you, your, yours</i>
Second—the ones spoken to	Plural	<i>you, your, yours</i>
Third—the one spoken about	Singular	<i>he, she, it, his, her, hers, its</i>
Third—the ones spoken about	Plural	<i>they, them, their, theirs</i>

Some **indefinite** pronouns can cause agreement problems.

- If the antecedent is a singular indefinite pronoun, use a singular personal pronoun to refer back to it. These indefinite pronouns are always singular: *another, anyone, anything, each, everybody, everything, little, much, nobody, nothing, one, other, someone, something.*
- If the antecedent is a plural indefinite pronoun, use a plural personal pronoun to refer back to it. These indefinite pronouns are always plural: *both, few, many, others, several.*
- If the antecedent can be either singular or plural, match the antecedent of the indefinite pronoun. These indefinite pronouns can be either singular or plural: *all, any, most, none, some.*

TIP

SPELLING

Make sure to spell pronouns correctly. Some are easily confused with other words or forms.

- *Your* refers to something that belongs to you. *You’re* is a contraction for “you are.”
- *Their* refers to something that belongs to them. *There* refers to a place.
- *Its* refers to something that belongs to it. *It’s* is a contraction for “it is.” There is no correct use of *its’*.

STANDARDS

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Spell correctly.

Performance Task: Write an Argument 299

Pronoun-Antecedent Agreement

Read It

Why do pronouns and antecedents need to match? In order for a sentence to make sense, they must. Provide an example of a sentence where they do not match and ask students to identify and fix the mistake. Example: He enjoyed the **singers** in the play when **she** sang the last song. Ask: why is this sentence incorrect? Answer: It is incorrect because there is no she referred to in the sentence, but rather a group of singers. The correct sentence would be: He enjoyed the **singers** in the play when **they** sang the last song.

Write It

Indefinite pronoun agreement can appear complex. Provide students with sample sentences using indefinite pronouns as antecedents, to clarify the concept.

Singular indefinite: It is always the same; **nothing** is new here.

Plural indefinite: **They** are big fans of football because **both** played as children.

An antecedent that can be either singular or plural: You can choose **any** flavor, I am sure **it** will be delicious. Or I will watch **any** of those movies, because **they** are all excellent.

attention to the conventions of each genre, such as stage directions in drama and dialogue in fiction. All genres have value; for example, poetry is powerful and likely easier for ESL students because of its condensed vocabulary. These assignments can be linked to word networks, too.

PERSONALIZE FOR LEARNING

English Language Support

Pronouns and Antecedents Review the definitions of pronouns and antecedents. The complicated terminology here may make the concept more difficult to absorb for some students. Provide students with more examples of successful and unsuccessful pronoun/antecedent match to give students more practice. Example of

an incorrect sentence: Steve went to a restaurant and **we** ate a slice of pizza. Example of a correct sentence: **Steve** went to a restaurant and **he** ate a slice of pizza. Ask students to come up with incorrect sentences and have other students correct the sentences for pronoun/antecedent agreement.

Revising

Evaluating Your Draft

Maintain Formal Style Have students suggest examples of informal language that might not help support their arguments. Remind students that examples should be appropriate for the classroom.

Use Relevant, Logical Evidence How do you determine if evidence is relevant? Students might find it helpful to work with a peer to decide which pieces of their evidence best support their argument and which are indeed irrelevant. Remind students to show respect for each other's ideas and provide constructive feedback.



PERFORMANCE TASK: WRITING FOCUS

Revising

Evaluating Your Draft

Use the following checklist to evaluate the effectiveness of your first draft. Then, use your evaluation and the instruction on this page to guide your revision.

PURPOSE AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
<div>☐ Presents a clearly stated claim about a problem and proposed solution.</div> <div>☐ Organizes supporting reasons, evidence, and examples in a logical way.</div> <div>☐ Presents ideas in a clear and formal style.</div> <div>☐ Includes a conclusion that supports the main argument.</div>	<div>☐ Uses relevant, logical evidence and reasons to support the main claim.</div> <div>☐ Addresses and refutes possible counterclaims.</div> <div>☐ Includes language that clarifies how claims, counterclaims, and supporting details are related.</div>	<div>☐ Attends to the norms and conventions of the discipline, especially correct pronoun-antecedent agreement.</div>

WORD NETWORK

Include interesting words from your Word Network in your argument.

STANDARDS

- Writing**
Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Revising for Purpose and Organization

Maintain Formal Style Make sure that your writing remains formal from start to finish. You can use a friendly **voice**, including first- and second-person pronouns, to connect with readers. Alternately, you can use an authoritative voice to build respect and trust. In either case, make sure your style remains fairly formal. Use complete sentences, correct grammar, and clear language to express your ideas.

Revising for Evidence and Elaboration

Use Relevant, Logical Evidence Sometimes, evidence does not directly support your main argument. In this case, make sure it supports another claim in your essay, and that these claims do support your argument. Circle each claim you make in a different color. Make sure that each of these claims supports your main argument. Then highlight each detail that supports a claim in the same color you used to circle that claim. Look at your color-coded essay to determine if some points need additional support. Consider eliminating any details that do not support your claims and argument.

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HOW LANGUAGE WORKS

Pronoun-Antecedent Agreement As students revise their arguments, remind them of the importance of pronoun-antecedent agreement in their writing. This convention makes a sentence coherent. When they do not match, it is difficult for the reader to fully understand what the writer is trying to convey. Suggest that students review each other's writing for examples of pronoun-antecedent agreement. Have students mark examples of success and point out errors in agreement. Have partners explain to each other what they have noticed.

PEER REVIEW

Exchange papers with a classmate. Use the checklist to evaluate your classmate's argument and provide supportive feedback.

1. Is the claim clearly stated, and does it propose a solution to a problem?
☐ yes ☐ no If no, suggest how the writer might improve it.
2. Are the reasons and evidence logical and relevant?
☐ yes ☐ no If no, explain what the author might add or remove.
3. Does the argument address and refute counterclaims?
☐ yes ☐ no If no, tell what you think might be missing.
4. What is the strongest part of your classmate's paper? Why?

Editing and Proofreading

Edit for Conventions Reread your draft for accuracy and consistency. Correct errors in grammar and word usage. Make sure all your pronouns agree in person and number with their antecedents.

Proofread for Accuracy Read your draft carefully, looking for errors in spelling and punctuation. As you proofread, watch out for **homophones**. A homophone is a word that sounds the same as another word but is spelled differently, such as *your* and *you're*, *there* and *their*, and *its* and *it's*.

Publishing and Presenting

Create a final version of your essay. Consider one of the following ways to share your essay:

- Post your essay online or on a bulletin board, along with the essays written by other class members.
- Ask your city, your school, or another local organization to help implement the solution to the problem suggested in your essay. Note any action taken and how well it worked.

Reflecting

Reflect on what you learned as you wrote your argument. What was the most challenging aspect of composing your argument? What did you learn from reviewing the work of others and discussing your argument with your classmates that might inform your writing process in the future?

STANDARDS

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Performance Task: Write an Argument **301**

Peer Review

In addition to the checklist, have students discuss the effectiveness of each other's arguments. Ask students to point out specific moments in the argument that were successful and ask them to explain why they feel that way. Articulating why something is successful is an important skill.

Editing and Proofreading

Remind students that editing and proofreading one's own work can be difficult. Often, a writer sees the piece of writing the way it was meant to be written, rather than the way it was actually written. Provide strategies for overcoming this, such as reading a sentence backwards to check for spelling errors. Ask students to share some of their strategies. Compile a list and post it in the classroom.

PERSONALIZE FOR LEARNING

Challenge

Make Connections Have students consider the arguments they made in their essays. Are there steps they can suggest to help bring about a positive change in the school? Have students think about an action plan to implement some of the ideas raised through this exercise. Are there simple ideas that would be easily accepted? Are there small ways to make an impact? Have a class discussion. Remind students of Barrington Irving's example and how he took it upon himself to make things happen.

SMALL-GROUP LEARNING

When is it right to take a stand?

Explain that a person may be willing to go to great lengths to achieve a goal. The more something matters to a person, the more they may stand up for it, work hard for it, and even fight for it. During Small-Group Learning, students will read selections that describe people who are willing to face and meet any challenge to realize their dreams.

Small-Group Learning Strategies

Review the Learning Strategies with students and explain that as they work through Small-Group Learning they will develop strategies to work in small-group environments.

- Have students watch the video on Small-Group Learning Strategies.
- A video on this topic is available online in the Professional Development Center.

You may wish to discuss some action items to add to the chart as a class before students complete it on their own. For example, for “Participate fully” you might solicit the following from students:

- It is important to make eye contact to signal that you are listening and taking in what is being said.
- Remember to use text evidence when making a point.

Block Scheduling

Each day in this Pacing Plan represents a 40–50 minute class period. Teachers using block scheduling may combine days to reflect their class schedule. In addition, teachers may revise pacing to differentiate and support core instruction by integrating components and resources as students require.

Pacing Plan



OVERVIEW: SMALL-GROUP LEARNING

ESSENTIAL QUESTION:

When is it right to take a stand?

What issues matter to you? Maybe they matter to other people, too. When you stand up for what you believe in, you may find that your action inspires others to act as well. In this section, you will work with your group to learn about individuals who took a stand in an effort to promote the greater good.

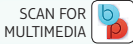
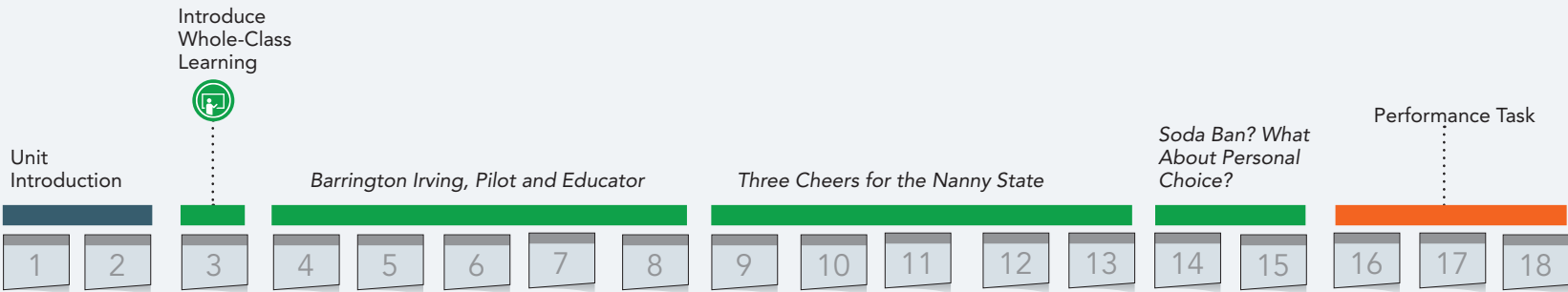
Small-Group Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work with others.

Look at these strategies and the actions you can take to practice them as you work in teams. Add ideas of your own for each step. Use these strategies during Small-Group Learning.

STRATEGY	ACTION PLAN
Prepare	<ul style="list-style-type: none">• Complete your assignments so that you are prepared for group work.• Organize your thinking so you can contribute to your group’s discussion.•
Participate fully	<ul style="list-style-type: none">• Make eye contact to signal that you are listening and taking in what is being said.• Use text evidence when making a point.•
Support others	<ul style="list-style-type: none">• Build off ideas from others in your group.• Invite others who have not yet spoken to do so.•
Clarify	<ul style="list-style-type: none">• Paraphrase the ideas of others to ensure that your understanding is correct.• Ask follow-up questions.•

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CONTENTS

SPEECH

Words Do Not Pay*Chief Joseph*

What meaning do words have if they are not followed by actions?



MEMOIR

from Follow the Rabbit-Proof Fence*Doris Pilkington*

Three girls risk everything to find their way home.



MEDIA: VIDEO

The Moth Presents: Aleeza Kazmi

A high school student relates her ongoing struggle for a way to describe herself.



PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS

Present an Argument Skit

Your group will plan and deliver a multimedia presentation based on the selections in this unit and your own research into this topic.

Contents

Selections Circulate among groups as they preview the selections. You might encourage groups to discuss any knowledge they already have about any of the selections or the situations and settings shown in the photographs. Students may wish to take a poll within their group to determine which selections look the most interesting.

Remind students that communicating and collaborating in groups is an important skill that they will use throughout their lives – in school, in their careers, and in their community.

Performance Task

Present an argument skit. Give groups time to read about and briefly discuss the argument skit they will create after reading. Encourage students to do some preliminary thinking about the types of media they may want to use. This may help focus their subsequent reading and group discussion.

Introduce
Small-Group
Learning*Words Do Not
Pay**from Follow the
Rabbit-Proof
Fence**Media:
The Moth
Presents:
Aleeza Kazmi*Performance
TaskIntroduce
Independent
LearningIndependent
LearningPerformance-
Based
Assessment

SMALL-GROUP LEARNING

Working as a Team

- 1. **Take a Position** Remind groups to let all members share their responses. You may wish to set a time limit for this discussion.
- 2. **List Your Rules** You may want to have groups share their lists of rules and consolidate them into a master list to be displayed and followed by all groups.
- 3. **Apply the Rules** As you circulate among the groups, ensure that students are staying on task. Consider a short time limit for this step.
- 4. **Name Your Group** This task can be creative and fun. If students have trouble coming up with a name, suggest that they think of something related to the unit topic. Encourage groups to share their names with the class.
- 5. **Create a Communication Plan** Encourage groups to include in their plans agree-upon times during the day to share ideas. They should also devise a method for recording and saving their communications.

Accountable Talk

Remind students that groups should communicate politely. You can post these Accountable Talk suggestions and encourage students to add their own. Students should:

Remember to . . .
Ask clarifying questions.
Which sounds like . . .
Can you please repeat what you said?
Would you give me an example?
I think you said _____. Did I understand you correctly?

Remember to . . .
Explain your thinking.
Which sounds like . . .
I believe _____ is true because _____.
I feel _____ because _____.

Remember to . . .
Build on the ideas of others.
Which sounds like . . .
When _____ said _____, it made me think of _____.



OVERVIEW: SMALL-GROUP LEARNING

Working as a Team

- 1. **Take a Position** In your group, discuss the following question:

What can you learn from people who have chosen to take a stand?

As you take turns sharing your thoughts, be sure to provide examples. After all group members have shared, discuss the ideas and what they mean to you.
- 2. **List Your Rules** As a group, decide on the rules that you will follow as you work together. Two samples are provided; add two more of your own. You may add or revise rules based on your experience together.
 - Everyone should participate in group discussions.
 - People should not interrupt.
 - _____
 - _____
- 3. **Apply the Rules** Before you engage in group discussions or activities, review the rules and adapt them as needed based on your group's experience.
- 4. **Name Your Group** Choose a name that reflects the unit topic.

Our group's name: _____
- 5. **Create a Communication Plan** Decide how you want to communicate with one another. For example, you might use online collaboration tools, email, or instant messaging.

Our group's decision: _____



FACILITATING SMALL-GROUP LEARNING

Forming Groups

You may wish to form groups for Small-Group Learning so that each consists of students with different learning abilities. Some students may be adept at organizing information whereas

other may have strengths related to generating or synthesizing information. A good mix of abilities can make the experience of Small-Group Learning dynamic and productive.

Making a Schedule

First, find out the due date for the small-group activities. Then, preview the texts and activities with your group and make a schedule for completing the tasks.

SELECTION	ACTIVITIES	DUE DATE
Words Do Not Pay		
from Follow the Rabbit-Proof Fence		
The Moth Presents: Aleeza Kami		

Working on Group Projects

As your group works together, you'll find it more effective if each person has a specific role. Different projects require different roles. Before beginning a project, discuss the necessary roles and choose one for each group member. Here are some possible roles; add your own ideas.

Project Manager: monitors the schedule and keeps everyone on task

Researcher: organizes research activities

Recorder: takes notes during group meetings

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Making a Schedule

Encourage groups to preview the reading selections and to consider how long it will take them to complete the activities accompanying each selection. Point out that they can adjust the due dates for particular selections as needed as they work on their small-group projects, however, they must complete all assigned tasks before the group Performance Task is due. Encourage groups to review their schedules upon completing the activities for each selection to make sure they are on track to meet the final due date.

Working on Group Projects

Point out to groups that the roles they assign can also be changed later. Students might have to make changes based on who is best at doing what. Try to make sure that there is no favoritism, cliquishness, or stereotyping by gender or other means in the assignment of roles.

Also, you should review the roles each group assigns to its members. Based on your understanding of students' individual strengths, you might find it necessary to suggest some changes.

AUTHOR'S PERSPECTIVE Kelly Gallagher, M.Ed.

The Teacher's Role After the ability to read and write with fluency, the skill that employers value most is the ability to collaborate successfully. Talking with other people can help us all learn more, change our opinions, and make us more thoughtful because we are exposed to ideas that we may not have previously considered. Student collaboration also serves as a useful formative assessment tool. An effective strategy for identifying what students are

thinking about what they read and for pinpointing the information they're missing about a text is to ask, "What is worth talking about?" Hearing what they get and what they've missed informs further instruction. Here are some additional strategies for encouraging effective collaboration:

- *Flow in and out of groups* as students work. Circulate from group to group, modeling

and encouraging meaningful talk, a lifelong literacy skill.

- *Take notes* on what is being said outright and what is being implied. See what prior knowledge and background individuals contribute.
- *Plan pathways for subsequent lessons* from what you've heard and observed.

Words Do Not Pay

AUDIO SUMMARIES

Audio summaries of “Words Do Not Pay” are available in both English and Spanish in the Interactive Teacher’s Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

In this speech, Chief Joseph protests unkept promises. He lists harms inflicted on his people that words cannot compensate for – deaths, a damaged grave, taken domestic animals, and broken promises. Words cannot bring health and safety. Chief Joseph calls for equal treatment and law. The lack of peace and equal rights has done tremendous harm, and this ultimately stems from a mix of misunderstandings and lies. In his view, simple freedom under the law is better than the arrangements the US military tried to make with his people.

Insight

This speech teaches students about the deceptive promises the United States made toward many Native American groups. It emphasizes the value of action, and of freedom.

ESSENTIAL QUESTION:

When is it right to take a stand?

Connection to Essential Question

Chief Joseph lists many outrages and harms that happened before he made this protest. There is a limit to what someone can endure.

SMALL-GROUP LEARNING PERFORMANCE TASK

What kinds of issues are important enough to fight for?

Connection to Performance Tasks

Small-Group Learning Task In addition to the safety of people and possessions, Chief Joseph calls for freedom of movement, trade, religion, and speech.

UNIT PERFORMANCE-BASED ASSESSMENT

How can people determine what matters to them and make their own choices in life?

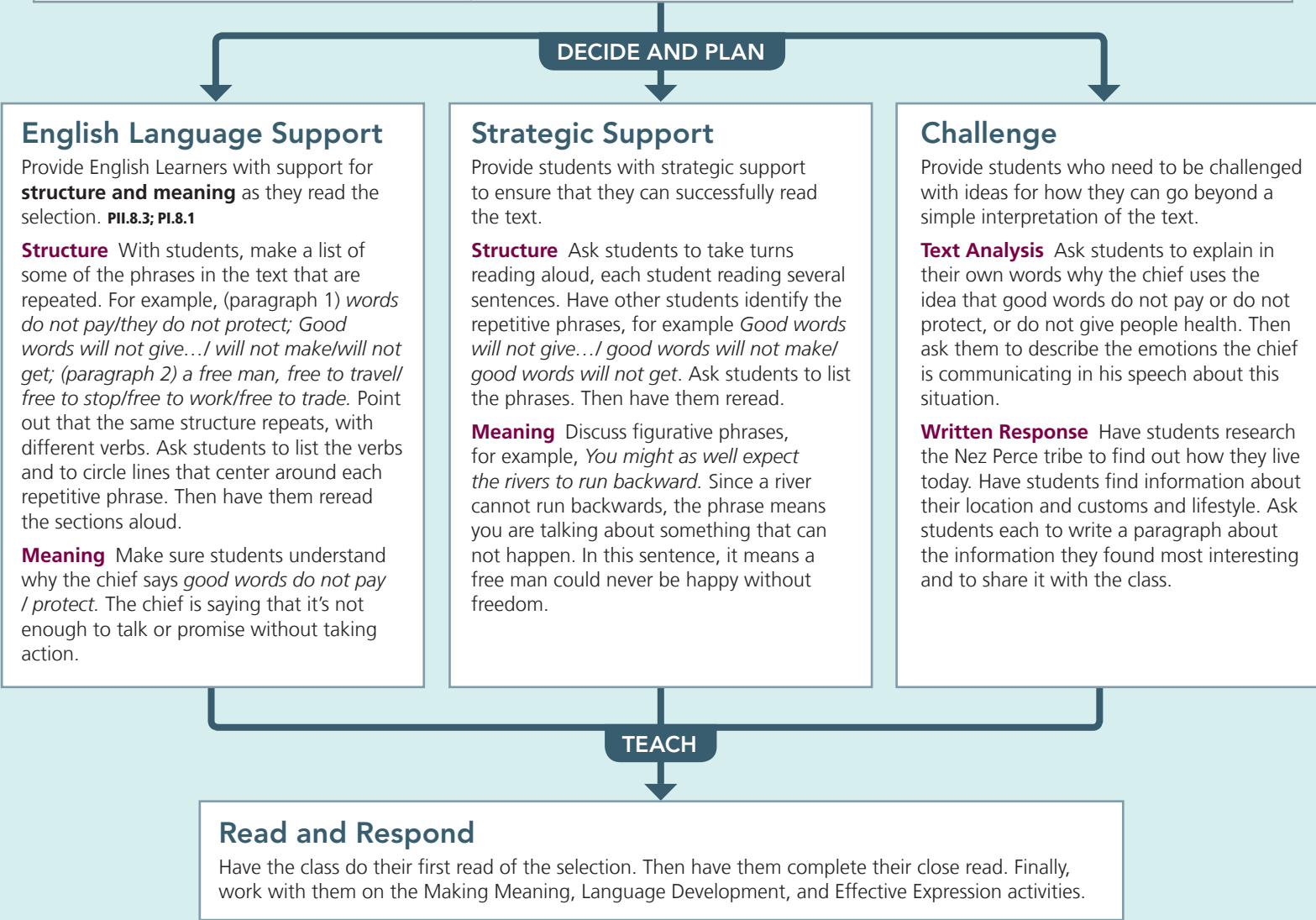
Unit Performance-Based Assessment Chief Joseph protests against misrepresentations. Lies cause people to make bad choices about what matters to them.

TK

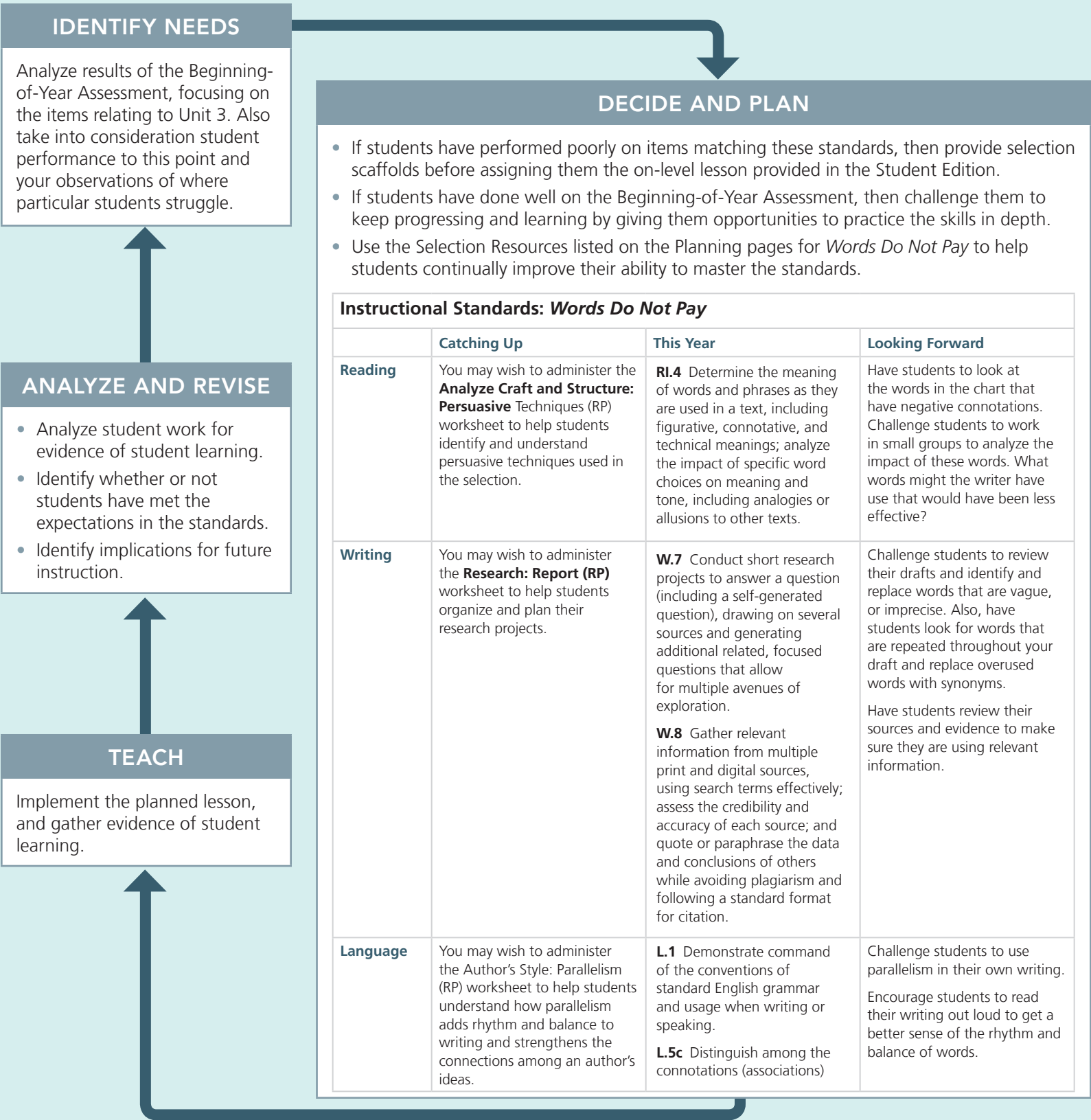
	Making Meaning	Language Development	Effective Expression
Lesson	First Read Close Read Analyze the Text Concept Vocabulary Word Study Analyze Craft and Structure	Author's Style	Research
Instructional Standards	RI.1 Cite the textual evidence that strongly supports an analysis . . . RI.4 Determine the meaning of words and phrases . . . L.4b Use common, grade-appropriate Greek or Latin. . . L.5c Distinguish among the connotations . . .	W.2a Introduce a topic . . . W.2b Develop the topic with relevant . . . W.7 Conduct short research projects . . . W.8 Gather relevant information . . . L.1 Demonstrate command of the conventions . . . L.3 Use knowledge of language . . .	
STUDENT RESOURCES			
Available online in the Interactive Student Edition or Unit Resources	 Selection Audio  First-Read Guide: Nonfiction  Close-Read Guide: Nonfiction  Word Network		 Evidence Log
TEACHER RESOURCES			
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	 Audio Summaries  Annotation Highlights  EL Highlights  English Language Support Lesson: Skill  Analyze the Text Questions  Concept Vocabulary and Word Study  Analyze Craft and Structure: Persuasive Techniques	 Author's Style: Parallelism	 Research: Report
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	 Word Study: Prefix <i>mis-</i> (RP)  Analyze Craft and Structure: Persuasive Techniques (RP)	 Author's Style: Parallelism (RP)	 Research: Report (RP)
Assessment Available online in Assessments	  Selection Test		

Reading Support

Text Complexity Rubric: Words Do Not Pay	
Quantitative Measures	
Lexile 830 Text Length 350 words	
Qualitative Measures	
Knowledge Demands ① — ② — ③ — ④ — ⑤	Selection relies completely on knowledge that is not explained in the text and is about unfamiliar experiences (Native Americans in 1860s). However, the situation is explained in background paragraph.
Structure ① — ② — ③ — ④ — ⑤	Speech has repetitive phrases followed by different verbs, which makes it predictable and easier to read (for example, <i>words do not last.../words do not pay.../words do not protect.</i>);
Language Conventionality and Clarity ① — ② — ③ — ④ — ⑤	Selection is a written version of a speech, so has the style of spoken language. Sentences are generally short and simple, with repetitive phrases, and on-level vocabulary.
Levels of Meaning/Purpose ① — ② — ③ — ④ — ⑤	Purpose of selection is clear and explicit; Chief Joseph’s sentiments are expressed clearly in the speech, with some use of figurative language for emphasis.



Standards Support Through Teaching and Learning Cycle





Jump Start

FIRST READ Political leaders are elected to negotiate for the people they represent, and to take a stand when necessary. What can a leader do when a treaty with another government gets broken? What if other political leaders go back on their word? Engage students in a discussion about political leadership that sets the context for reading “Words Do Not Pay.”

Words Do Not Pay

Why does Chief Joseph keep talking about “good words”? What does he mean by the phrase? Modeling questions such as these will help students connect to “Words Do Not Pay” and to the Small-Group Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher’s Edition.

Concept Vocabulary

Ask groups to look closely at how to use context clues, and discuss how using context can clarify a word’s meaning. Ask them to name how different types of context clues might work. For example, some context clues give synonyms, while others contrast the unfamiliar word’s meaning with another idea in the sentence. Remind them that they can use a dictionary, if necessary.

FIRST READ

Have students perform the steps of the first read independently:

NOTICE: You may want to encourage students to notice the main ideas of the speech.

ANNOTATE: Remind students to mark passages that show Chief Joseph’s attitude toward those he is speaking to.

CONNECT: Have students compare Chief Joseph’s speech to other speeches or protest words from groups who feel oppressed.

RESPOND: Students will answer questions and write a summary to demonstrate understanding. Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. You may wish to print copies of the First-Read Guide: Nonfiction for students to use.

About the Author



Chief Joseph was a famous leader of the Nez Percé tribe. He was known by his people as Hin-mah-too-yah-lat-kekt, or Thunder Rolling Down the Mountain. He was born in Wallowa Valley in 1840, in what is now Oregon. When the U.S. government threatened to forcefully move his people to a reservation in 1877, Chief Joseph refused, leading them north toward Canada. Chief Joseph died in 1904 before ever returning to the land he had fought so hard to reclaim.

- STANDARDS**
- Language**
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in content or in a dictionary.)

Words Do Not Pay

Concept Vocabulary

You will encounter the following words as you read “Words Do Not Pay.”

overrun misrepresentations penned

Context Clues To find the meaning of an unfamiliar word, look for clues in the context, which consists of the other words that surround the unknown word in a text. If you’re still unsure, look up the word in a dictionary.

- Example:** We soon found out that our land was **invaded** by people who had no right to be there.
- Context clue:** People who do not belong on our land have **invaded** it.
- Possible meaning:** **Invaded** means “entered by force.”

- Example:** Good words will not return our land nor **restore** our way of life.
- Context clue:** Good words won’t return or **restore** something that has been taken.
- Possible meaning:** **Restore** means “to return or give back.”

Apply your knowledge of context clues to determine the meaning of other unfamiliar words you encounter during your first read of “Words Do Not Pay.”

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



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AUTHOR’S PERSPECTIVE Jim Cummins, Ph.D.

Critical Literacies Recent research shows that even early-stage ELLs can use higher-order thinking skills and engage with complex social issues with the appropriate instructional support, developed in four phases:

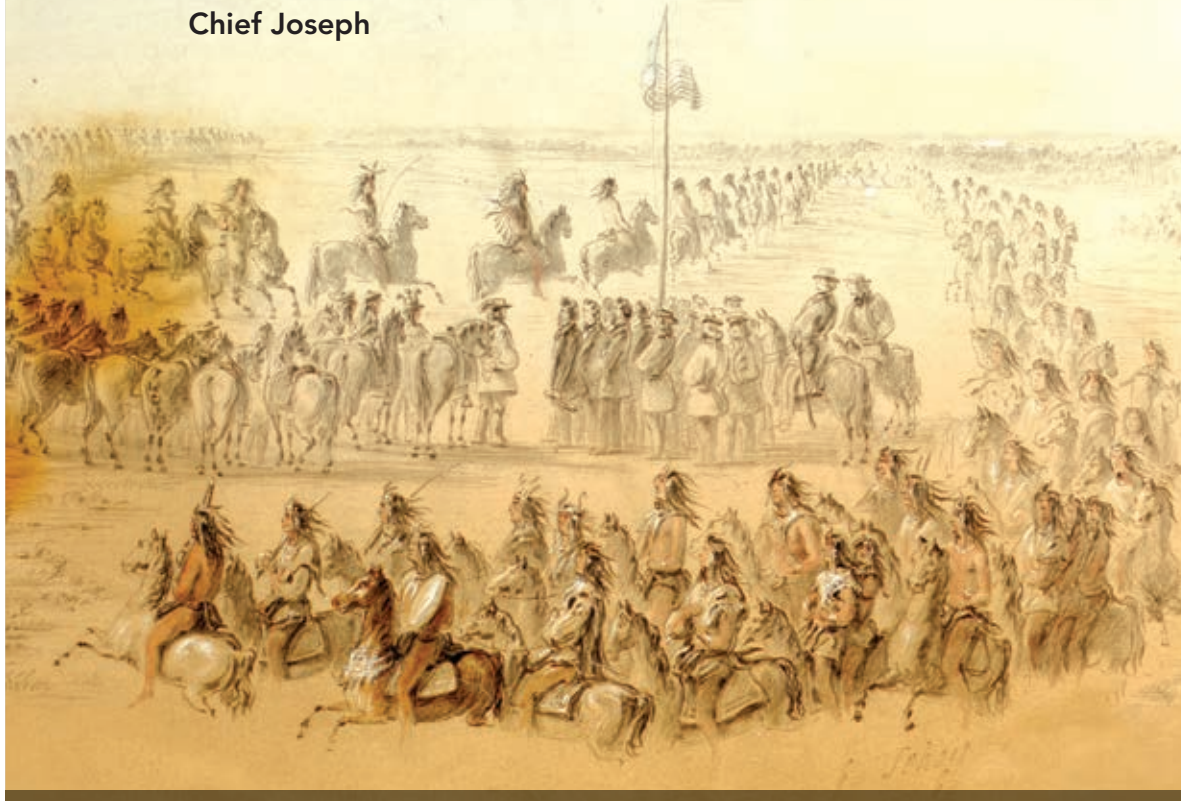
Step 1: Textual Dimension To help students read deeply to understand how the language and multimodal dimensions of the text construct meaning, ask, “When, where, and how did it happen?” and “Who did it? Why?”

Step 2: Personal Dimension Encourage students to reflect critically on the text in relation to their experiences and emotions, leading to greater self-awareness. Ask, “Have you ever seen felt, or experienced something like this?” or “Have you ever wanted something similar?”



Words Do Not Pay

Chief Joseph



BACKGROUND

In 1855, Chief Joseph's father, Old Joseph, signed a treaty with the United States that allowed the Nez Percé to retain much of their ancestral lands. But in 1863, the U.S. came out with another "treaty" relocating the tribe to a small reservation in Idaho. Old Joseph insisted that this second treaty was bogus, as it was never agreed to by his people. When Old Joseph died in 1871, his son was elected to succeed him. The young Chief Joseph inherited not only his father's name but an increasingly volatile situation, as more and more of his peoples' tribal land was being taken over by white settlers. Chief Joseph stood his ground and resisted all efforts to move, and in 1873, appeared to be successful when a federal order was issued allowing the tribe to remain on the land.

But the government soon reversed itself. In 1877, General Oliver Otis Howard threatened the Nez Percé with a cavalry attack if they refused to relocate. Chief Joseph appealed to the federal authorities, but was unsuccessful. In 1885, he was sent along with many of his tribe to a reservation in Washington where, according to the reservation doctor, he later died of a broken heart.

SCAN FOR
MULTIMEDIA



Additional **English Language Support** is available in the Interactive Teacher's Edition.

Words Do Not Pay 307

CROSS-CURRICULAR PERSPECTIVES

Social Studies You will read Chief Joseph's speech to the United States about his people, the Nez Percé, and how the government of the United States has treated them. What really happened between the Nez Percé and the United States government before and after this speech? Encourage students to research the

treaties between the Nez Percé and the United States government and the outcome of Chief Joseph's speech. Have students note how Chief Joseph's contemporaries in the United States viewed him, and have them discuss why he is still remembered today.

Concept Vocabulary

OVERRUN If groups are struggling to define the word *overrun*, point out that they can use context clues to infer the meaning. Draw their attention to the context clue in the sentence, “They do not pay for my country, now overrun by white men.” Have students use this context clue to define the word.

Possible response: In this context, *overrun* means “filled.”

MISREPRESENTATIONS If groups are struggling to define the word *misrepresentations*, point out that they can use context clues to infer the meaning. Draw their attention to the context clue “broken promises” in a nearby sentence. Have students use this context clue to define the word.

Possible response: In this context, *misrepresentations* means “a false account.”

PENNED If groups are struggling to define the word *penned*, point out that they can use context clues to infer the meaning. Draw their attention to the context clue “denied liberty to go where he pleases.” Have students use the context clue to define the word.

Possible response: *Penned* means “confined.”

NOTES

Mark context clues or indicate another strategy that helped you determine meaning.

overrun (oh vuhr RUHN) *v.*

MEANING:

misrepresentations (mihs rehpr rih zehn TAY shuhnz) *n.*

MEANING:

penned (pehnd) *v.*

MEANING:

- 1 I do not understand why nothing is done for my people. I have heard talk and talk, but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country, now **overrun** by white men. They do not protect my father’s grave. They do not pay for all my horses and cattle. Good words will not give me back my children. Good words will not make good the promise of your war chief General Miles. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many **misrepresentations** have been made, too many misunderstandings have come up between the white men about the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect the rivers to run backward as that any man who was born a free man should be contented when **penned** up and denied liberty to go where he pleases. . . .
- 2 Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty. 🗣️

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FACILITATING SMALL-GROUP LEARNING

- Argument** As groups perform the close read, circulate and offer support as needed.
- Point out that Chief Joseph is making an argument in his speech.
 - Remind students that when they read an argument, they should look at what the speaker wants and how he or she builds a case.
 - If the group is confused about what Chief Joseph is arguing for, point out that they may not find it at the beginning of the speech. Challenge them to find where Chief Joseph states what he wants. (One possible response: paragraph 1, line 18: “Treat all men alike. Give them all the same law....”)
 - Challenge groups to find all the types of evidence that Chief Joseph uses (facts, anecdotes, or examples).

Comprehension Check

Complete these items after you finish your first read. Review and clarify details with your group.

1. What is one problem that Chief Joseph has with the “good words” of others?
2. According to Chief Joseph, what is one thing the white man needs to do to live in peace with the Indian?
3. According to Chief Joseph, what is one thing all men have in common?
4. What activities does Chief Joseph associate with being a “free man”?
5.  **Notebook** Confirm your understanding of the speech by writing a short summary of its arguments.

RESEARCH

Research to Clarify Choose at least one point that Chief Joseph makes about how his people live that was unknown to you. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

Comprehension Check

Possible responses

1. They do not help his people.
2. Treat all people in the same way.
3. According to Chief Joseph, all men were made by the same god and should have equal rights to the Earth. Also, all men who are born free desire to stay free.
4. A free man can travel and work where he chooses, and can follow the religion he chooses.
5. Summaries will vary; however, students should include the following points in their summary:
 - the reasons that Chief Joseph wants change
 - the change that Chief Joseph asks for

RESEARCH

Research to Clarify If groups struggle to find a research topic, you may want to suggest that they focus on one of the following topics: previous agreements between the Nez Percé and the United States government; how the Nez Percé used horses and cattle for their livelihood; or what the Nez Percé believed about the Great Spirit Chief.

PERSONALIZE FOR LEARNING

Challenge Have students find and examine Chief Joseph’s famous speech, “I Will Fight No More Forever,” in which he surrenders to United States forces. Have students compare the word choice and tone of “Words Do Not Pay” and “I Will Fight No More Forever.” Students may also be interested in comparing the circumstances surrounding each speech.

Jump Start

CLOSE READ Engage students in a discussion about how making speeches are a unique way to take a stand. What is different about the relationship of the speaker and audience as compared to an author and reader? How do speakers who take a stand use language to make their cases?

Close Read the Text

If needed, model close reading by using the Annotation Highlights in the Interactive Teacher's Edition.

Remind students to use Accountable Talk in their discussions and to support one another as they complete the close read.

Analyze the Text

1. **Possible response:** Chief Joseph means that good words cannot make up for what his people have lost. Readers can infer that Chief Joseph has talked to white men before, who have not kept their promises.
2. Passages will vary by group. Remind students to explain why they chose the passage they shared with the group members.
3. Responses will vary by group.

Concept Vocabulary

Why These Words? Possible response: The concept words all have to do with the experiences that Chief Joseph and his people have undergone. These words enhance the impact of the text by precisely naming those wrongs.

Practice

Sample response: Luis was surprised to find the campground *overrun* with campers. People had loud dogs *penned* up near their tents, and it seemed as if it would be impossible to sleep. Luis thought there had been many *misrepresentations* of what the campground was like, both in the travel brochure and the review site he'd visited.

Word Network

Possible words: promises, peace, liberty,

Word Study

For more support, see **Concept Vocabulary and Word Study**.

Possible responses: Wearing clashing patterns is an example of a fashion *mistake*.

If you *misread* a caller ID, you will be surprised when you greet the caller.



MAKING MEANING



WORDS DO NOT PAY

TIP

GROUP DISCUSSION

As you discuss the speech, make sure that everyone listens respectfully to each other's ideas.

WORD NETWORK

Add interesting words about taking a stand from the text to your Word Network.

STANDARDS

- Reading Informational Texts**
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

310 UNIT 3 • WHAT MATTERS

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Complete the activities.

1. **Review and Clarify** With your group, reread the first five sentences of paragraph 1. What do you think the author means by "words do not pay"? What can you infer about who Chief Joseph was and what has happened to him?
2. **Present and Discuss** Share with your group the passages from the text that you found especially important. Take turns presenting your passages. Discuss what you noticed in the text, the questions you asked, and the conclusions you reached.
3. **Essential Question: When is it right to take a stand?** How is Chief Joseph taking a stand? Do you think his reasons for doing so are legitimate? Discuss with your group.

Concept Vocabulary

overrun misrepresentations penned

Why These Words? The three concept vocabulary words from the text are related. With your group, discuss the words and identify a concept they have in common. How do these words enhance the impact of the text?

Practice

Notebook Confirm your understanding of these words from the text by using them in sentences. Be sure to use context clues that hint at each word's meaning.

Word Study

Prefix: mis- The Old English prefix *mis-* can mean "not" or "wrong." When added to the beginning of the word, it changes the word's meaning. In his speech, Chief Joseph claims that there are "too many misrepresentations of Indians." By this, he means that too many representations of Indians are wrong.

Use the context of the sentences and what you know about the prefix *mis-* to answer each question.

- What is an example of a fashion *mistake*?
- What can happen if you *misread* a caller ID?

FORMATIVE ASSESSMENT

Analyze the Text

If students struggle to close read the text, then provide the **Analyze the Text Questions** available online in the Interactive Teacher's Edition or Unit Resources. Answers and DOK levels are also available.

Concept Vocabulary

If students struggle to identify the concept, then discuss the words in more detail, looking back at how they are used in the speech.

Word Study

If students struggle to answer the questions, then review the prefix *mis-* again, and discuss the words *mistake* and *misread*. For Reteach and Practice, see **Word Study: Prefix:**

mis- (RP).

Analyze Craft and Structure

Persuasive Techniques Writers use **persuasive techniques** in an argument to lead an audience to agree with them. These are some of the persuasive techniques that writers use:

- **Repetition** consists of saying something repeatedly for effect.
- **Appeals to reason** invite the audience to use logic as they draw conclusions from the evidence presented by the writer.
- **Appeals to emotions** attempt to persuade readers by triggering their feelings about a subject.
- **Appeals to authority** are references to expert opinions.

Word Choice A writer’s word choice includes not only individual words but also the phrases and expressions the writer uses. Word choice can convey **tone**—the writer’s attitude toward the topic or audience. These factors influence word choice:

- the writer’s intended audience and purpose
- the **denotations** of words, or their dictionary definitions
- the **connotations** of words, or their negative or positive associations (For example, *assertive* and *pushy* have similar denotations but different connotations.)

A writer’s word choice and tone can contribute to the power of the argument her or she presents. The denotations and connotations of the words a writer chooses as well as the phrases and expressions he or she includes in an argument can impact the effectiveness of persuasive techniques. For example, a writer may choose to create repetition in an argument using words with specific connotations in order to appeal to a specific audience.

Use this chart to analyze Chief Joseph’s persuasive techniques. Then, share your chart with your group, and discuss any different examples you have.

WORDS DO NOT PAY	
PERSUASIVE TECHNIQUE	EXAMPLE
repetition	a.
appeal to reason	b.
appeal to emotion	c.
appeal to authority	d.

Now, work as a group to identify words, phrases, and expressions in the examples that contribute to the author’s word choice and convey the author’s tone. Then, discuss whether the author’s word choice and tone are effective and persuasive.

TIP

PROCESS
As you listen to the words and phrases that others chose, you may find that they have different ideas about persuasive techniques and the tone of the speech. Listen carefully to their reasoning.

STANDARDS
Language
• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

Analyze Craft and Structure

Persuasive Techniques Discuss with students the persuasive techniques that they find in their own lives. Talk about whether they use these techniques when they argue for something. Point out that they may identify these techniques in advertisements for products or for political candidates. Remind students that persuasive appeals will not always be obvious. For more support, see **Analyze Craft and Structure: Persuasive Techniques.** 

Word Choice Encourage students to name words or phrases with strong positive and negative connotations. For example, in the text, the words *peace* and *free* have strong positive connotations. The phrase *heart sick* and the word *overrun* have negative connotations.

- Possible responses:**
See possible responses in the Teacher’s Edition.
- a. Words do not pay for my dead people. They do not pay for my country, now overrun by white men. . . .They do not pay for all my horses and cattle.
 - b. There need be no trouble. Treat all men alike. Give them the same law. Give them all an even chance to live and grow.
 - c. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises.
 - d. All men were made by the same Great Spirit Chief.

FORMATIVE ASSESSMENT

Analyze Craft and Structure
If students have difficulty in recognizing persuasive techniques, **then** review more examples of each in “Words Do Not Pay.” For Reteach and Practice, see **Analyze Craft and Structure: Persuasive Techniques.** 

WriteNow Inform and Explain

Speech Chief Joseph uses persuasive techniques to make the case that his people should be better treated by the United States government. Have students use similar techniques in a speech in which they build a case

for something they want for their school, city, or country. Have them include repetition, appeals to reason, appeals to emotion, and appeals to authority as they build their case with evidence, facts, statistics, and anecdotes.

Author’s Style

Parallelism Point out to students that when authors use parallelism, they may repeat a word or some words of a phrase, as in Dickens’ famous opening in *A Tale of Two Cities*, “It was the best of times, it was the worst of times.” However, authors may simply repeat the pattern of parts of speech. Point out the examples of nouns on the SE chart, and discuss with students that the parallel is the phrasing: adjective noun, adjective noun, adjective noun. If the author did not use parallel construction, it might read: “bright eyes, large hands, and fingers that were strong.” Review the rest of the chart, pointing out the pattern of parts of speech for each. For more support, see **Author’s Style: Parallelism**.

Read It

Possible responses

Paragraph 1, beginning at line 3: Words do not pay for my dead people. They do not pay for my country, now overrun by white men. They do not protect my father’s grave. They do not pay for all my horses and cattle.

Paragraph 1, beginning at line 6: Good words will not give me back my children. Good words will not make good the promise of your war chief General Miles. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves.

Paragraph 1, beginning at line 14: Too many misrepresentations have been made, too many misunderstandings have come up between the white men about the Indians.

Paragraph 1, beginning at line 18: Give them all the same law. Give them all an even chance to live and grow.

Paragraph 2, line 1: . . . free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself . . .

Write It

Responses will vary. Be sure that students include parallelism in their three sentences.

FORMATIVE ASSESSMENT

Author’s Style

If students have difficulty identifying examples of parallelism in the speech, then review the first few examples with them, pointing out how the speaker uses the same structure to make his points.

For Reteach and Practice, see **Author’s Style: Parallelism (RP)**. 



WORDS DO NOT PAY

STANDARDS

Writing

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Author’s Style

Parallelism Author’s use **parallelism**, which is the use of similar grammatical forms or patterns to express similar ideas within a sentence. Parallelism adds rhythm and balance to writing and strengthens the connections among an author’s ideas.

Writing without parallelism produces awkward, distracting shifts for readers. By contrast, parallel constructions place equal ideas in words, phrases, or clauses of similar types.

Nonparallel: Dress codes are less restrictive, less costly, and are not a controversial system.

Parallel: Dress codes are less restrictive, less costly, and less controversial.

SAMPLE PARALLEL FORMS	
nouns	bright eyes, large hands, strong fingers
verb forms	to ask, to learn, to share
phrases	under a gray sky, near an icy river
adverb clauses	when I am happy, when I am peaceful
adjective clauses	who read with care, who act with concern

Read It

Work with your group to identify examples of parallelism in Chief Joseph’s speech “Words Do Not Pay.” Underline the parallel constructions of words, phrases, and clauses throughout the speech. Then, discuss with your group the ways in which Chief Joseph’s use of parallelism creates rhythm and balance in the speech. How does his use of parallelism strengthen the connections between his ideas? Does the use of parallelism make his argument stronger and more persuasive?

Write It

Write three sentences about the speech in which you correctly use parallelism.

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PERSONALIZE FOR LEARNING

English Language Support

Parallelism Have students review the meaning of the word *parallelism*, and point out its relationship to the word *parallel*. Also review the meaning of *gerunds* and *infinitive phrases*. Review more examples with students, to help them understand the repetition of patterns of words.

Gerunds:	The man likes <u>traveling</u> , <u>eating</u> , and <u>sleeping</u> . <i>parallel</i>
	The man likes <u>traveling</u> , <u>eating</u> , and <u>to sleep</u> . <i>NOT parallel</i>
Infinitive phrases:	The man likes <u>to travel</u> , <u>to eat</u> , and <u>to sleep</u> . <i>parallel</i>
	The man likes <u>to travel</u> , <u>to eat</u> , and <u>sleeping</u> . <i>NOT parallel</i>



Research

Assignment

Work with your group to create a **research report** about Chief Joseph or the Nez Percé people, who lived on lands that are now part of the northwestern United States. In your report, analyze the ways in which the topic your group chose contributes to your understanding of Chief Joseph’s argument in “Words Do Not Pay.” Choose one of the following topics:

- ☐ the **history of the Nez Percé tribe**, including information about their beliefs and culture
- ☐ the **life of Chief Joseph**, including his upbringing and influences.

Project Plan Decide which group members will carry out each task listed in the chart.

As you conduct research, follow these guidelines:

- Use search terms effectively by choosing terms that are specific and unique to your topic. General terms may have more than one meaning, and therefore may produce undesirable results.
- Make sure the sources you find are relevant and reliable, and take detailed notes to use in your bibliography or Works Cited page.
- Be sure to include information from several different sources in your report. Do not rely solely on information from one source, even if it is a credible source.
- Paraphrase information from sources, and note direct quotations that are particularly powerful or relevant. Remember to put direct quotations in quotation marks to indicate that they are the exact words of another writer.

After you have finished your research, organize the information logically. In a historical or biographical report, for example, you may choose to present information about events in **chronological order**, or the order in which the events happened.

TASK	GROUP MEMBER(S)	COMPLETED
Search for and take notes on reliable sources.		
Organize the information.		
Write the report.		
Proofread and edit the report.		

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Words Do Not Pay.”



Research

Assignment If students have difficulty in choose a topic, point out that if they choose the first option, they may research how the Nez Perce have lived through the centuries. Students may want to narrow the topic to focus on a specific time period or cultural aspect. If students are more interested in biography, or how one leader takes a stand, they will prefer the second option.

Project Plan Encourage students to use the chart to plan and keep track of their work. Remind groups to consult the schedule for Small-Group Activities as they create their Project Plan. Check to make sure each group has made assignments, and that the work is divided evenly among group members.

For more support, see **Research: Research Report.**

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Research

If students have difficulty conducting research, **then** review search terms and point out how students can improve them. Also, point out that students may use books and journals in their research report. For Reteach and Practice, see **Research: Report (RP).**

Selection Test

Administer the “Words Do Not Pay” Selection Test, which is available in both print and digital formats online in Assessments.

PERSONALIZE FOR LEARNING

Strategic Support

Timeline As students research their topic, have them create a timeline of events. For the first option, students would create a timeline of major events for the Nez Perce. For the second option, students would create a timeline of major events in Chief Joseph’s life. Creating a timeline will help students organize events for their paper, and will help them understand the sequence of major events.

from Follow the Rabbit-Proof Fence

AUDIO SUMMARIES

Audio summaries of “*from* Follow the Rabbit-Proof Fence” are available online in both English and Spanish in the Interactive Teacher’s Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

In this memoir by Doris Pilkington, three girls decide to run away from the school they are forced to attend. They want to find their way back to their home village. The oldest of the girls decides that they can follow the rabbit-proof fence, an obvious and large structure, to get all the way home. They gather their few possessions, except their coats (which might slow them down), a little food, and get ready to run. After fleeing from the camp, after careful thought and several attempts, they find a way to cross a dangerous river.

Insight

This memoir illustrates how children separated from their families decided to go home. They bravely resisted the unjust treatment many Australian Aboriginal people of their generation received.

ESSENTIAL QUESTION:

When is it right to take a stand?

Connection to Essential Question

This selection illustrates some of the cruelty that, in addition to separation from family, caused these people to run away from school.

SMALL-GROUP LEARNING PERFORMANCE TASK

What kinds of issues are important enough to fight for?

Connection to Performance Tasks

Small-Group Learning Task Some people take great risks to live where they want to live.

Unit Performance-Based Assessment The younger girls followed the prompting of their older relative, who decided that she couldn’t stand being separated from home any longer.

UNIT PERFORMANCE-BASED ASSESSMENT

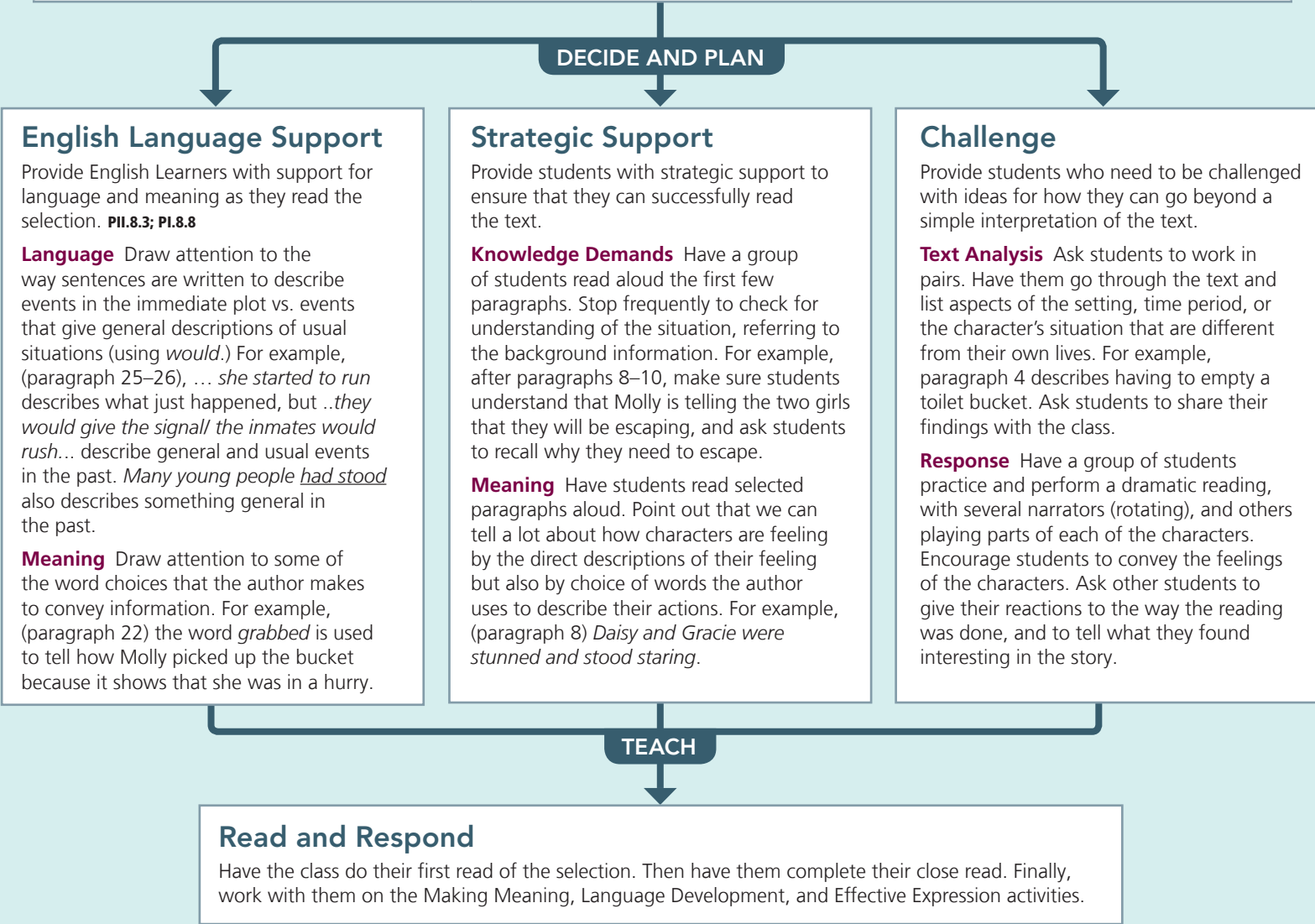
How can people determine what matters to them and make their own choices in life?

LESSON RESOURCES

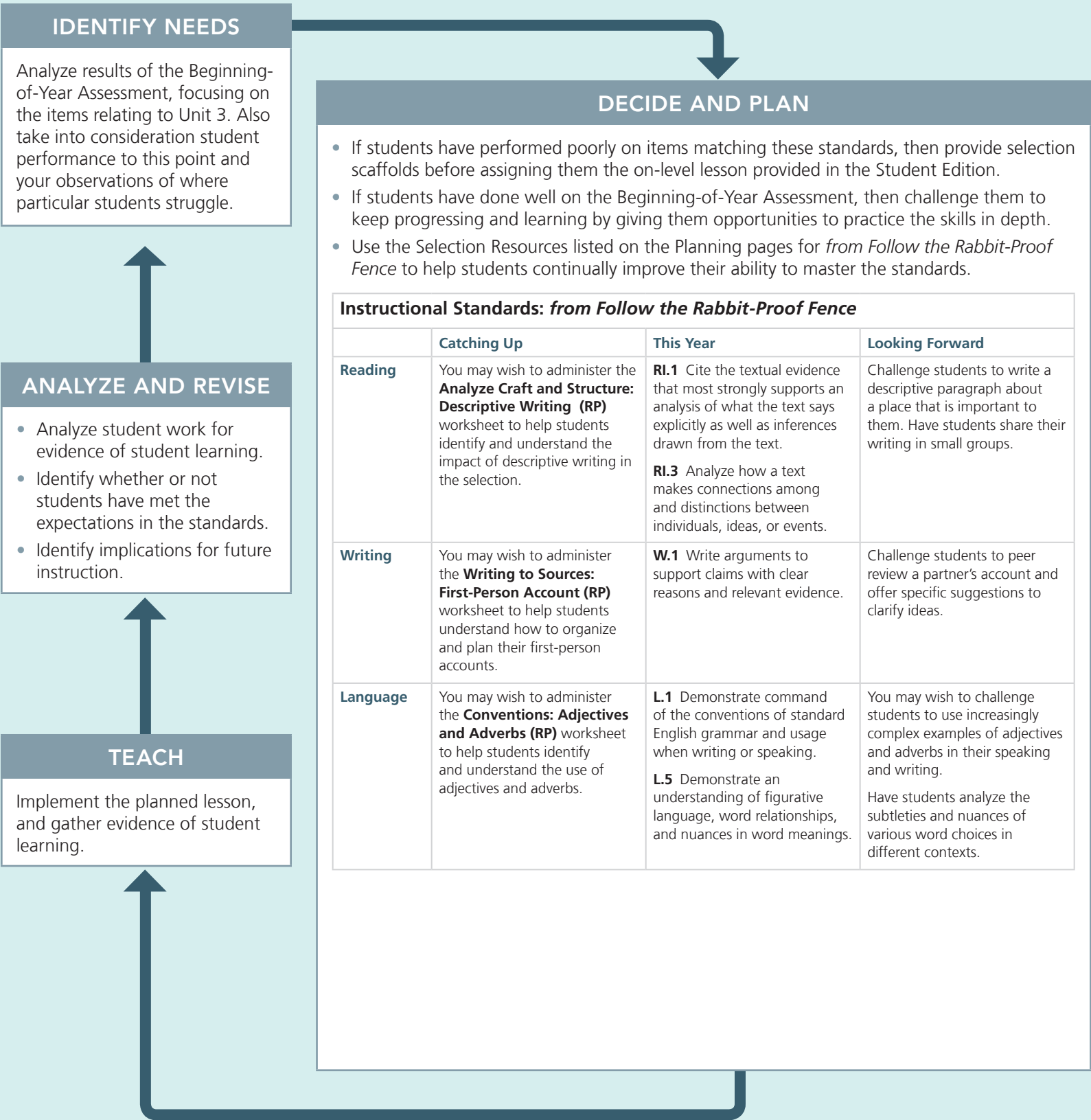
	Making Meaning	Language Development	Effective Expression
Lesson	First Read Close Read Analyze the Text Concept Vocabulary Word Study Analyze Craft and Structure	Conventions	Writing to Sources
Instructional Standards	L.4 Determine or clarify the meaning . . . L.4b Use common, grade-appropriate Greek or Latin. . . RI.1 Cite the textual evidence that most strongly supports an analysis . . . RI.3 Analyze how a text makes connections . . . L.5 Demonstrate an understanding of figurative language . . .	L.1 Demonstrate command of the conventions of standard English grammar and usage . . .	W.1 Write arguments to support claims . . . W.1a Introduce claim(s), acknowledge and distinguish the claim(s) . . . W.1b Support claim(s) with logical reasoning . . .time frames . . . W.1c Use words, phrases, and clauses . . . W.1d Establish and maintain a formal style . . . W.1e Provide a concluding statement or section . . .
STUDENT RESOURCES			
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Read Guide: Nonfiction Close-Read Guide: Nonfiction Word Network		Evidence Log
TEACHER RESOURCES			
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Annotation Highlights EL Highlights English Language Support Lesson: Skill Analyze the Text Questions Concept Vocabulary and Word Study Analyze Craft and Structure: Descriptive Writing	Conventions: Adjectives and Adverbs	Writing to Sources: First-Person Account (RP)
Reteach/Practice (RP) Available online in the Interactive Teacher's Edition or Unit Resources	Word Study: Latin Suffix <i>-ment</i> (RP) Analyze Craft and Structure: Descriptive Writing (RP)	Conventions: Adjectives and Adverbs	Writing to Sources: First-Person Account (RP)

Reading Support

Text Complexity Rubric: from Follow the Rabbit-Proof Fence	
Quantitative Measures	
Lexile: 1160 Text Length: 1789 words	
Qualitative Measures	
Knowledge Demands ① — ② — ③ — ④ — ⑤	Selection relies on knowledge that will be unfamiliar to student's experience (experiences of Australian Aboriginal children in early 1900s).
Structure ① — ② — ③ — ④ — ⑤	Structure is straightforward, with clear organization. Story is told sequentially; plot elements are interspersed with descriptions of location or daily life in the area.
Language Conventionality and Clarity ① — ② — ③ — ④ — ⑤	Tense shifts can be confusing (for descriptions of immediate plot events, past events, or usual habits). Text has a lot of descriptive vocabulary. Some aboriginal words are included (translated in footnotes).
Levels of Meaning/Purpose ① — ② — ③ — ④ — ⑤	One level of meaning, but situation is not revealed right away; Feelings of characters are sometimes shown by author's choice of verbs and adjectives to describe their actions.



Standards Support Through Teaching and Learning Cycle





Jump Start

FIRST READ What would you do if you were removed from your parents and your home? How would you take a stand? Engaging students in a discussion about young people taking a stand sets the context for reading “Follow the Rabbit-Proof Fence.” As students share their thoughts, have them explain the factors that influence their opinion.

Follow the Rabbit-Proof Fence

Why does Molly want to leave the settlement? Why do the other girls agree to go with her? Modeling questions such as these will help students connect to “Follow the Rabbit-Proof Fence” and to the Small-Group Performance Task assignment. Selection audio and print capability for the selection are available in the Interactive Teacher’s Edition.

Concept Vocabulary

Ask groups to study the information about using a dictionary and thesaurus, and discuss how they can be useful. Encourage groups to think about different situations when they would use a dictionary and when they would use a thesaurus.

About the Author



Doris Pilkington (1937–2014) was an Aboriginal author best known for her novel *Follow the Rabbit-Proof Fence*, based on her mother’s 1931 escape from the Moore River Mission. Under the Aborigines Act (1906–1954), approximately 100,000 children were removed from their tribal lands and placed in the care of the state. In 1940, when she was three-and-a-half years old, Doris became one of these children.

from Follow the Rabbit-Proof Fence

Concept Vocabulary

As you conduct your first read of “Follow the Rabbit-Proof Fence,” you will encounter these words.

embankment gums eucalyptus

Using a Dictionary and Thesaurus If a word is unfamiliar to you and you cannot understand the meaning from the context, look up the word in a **dictionary** or **thesaurus**. Most dictionaries, whether print or online, will provide the meaning of the word, its part of speech, its pronunciation, and its etymology. A thesaurus, on the other hand, will not provide definitions, but will include synonyms of the word, or words with a similar meaning. For instance, compare these two entries for the word *dormitory*.

Dictionary

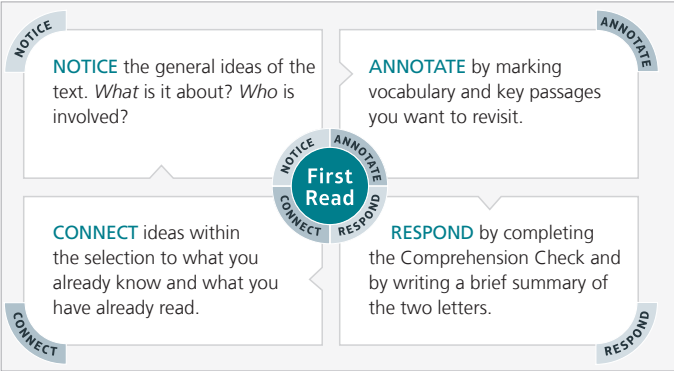
dor•mi• tor•y (DAWR mih tawr ee) **n.** a large bedroom for a number of people in a school or institution

Thesaurus

dormitory, n. hall, hall of residence, residence, student house, frat house

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



STANDARDS

Language
Consult specialized and generalized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

VOCABULARY DEVELOPMENT

Word Analysis The concept word *embankment* ends with the suffix *-ment*. When this suffix is added to a verb, it creates a noun that means “a concrete result of a specified action” (as in *embankment*), “a concrete method of doing a specified action” (as in *government*), or “a place of a specified action” (as in *settlement*). Have students name other words that use the suffix *-ment*.



from Follow the Rabbit-Proof Fence

Doris Pilkington

BACKGROUND

From 1910 to 1970, many Australian Aboriginal children were taken from their families by the government to absorb them into white Australian culture. This policy created what are now called the Stolen Generations. *Follow the Rabbit-Proof Fence* is a personal account of three Aboriginal girls who escaped a government settlement in 1931 to return home.

SCAN FOR
MULTIMEDIA



NOTES

- 1 The other girls were now getting ready for school, and the three watched quietly amidst all the activity. Bossing and bullying was everywhere around them and there were cries and squeals of, "Don't, you're hurting my head," as the tangled knots were combed out with tiny, fragile combs.
- 2 "Oh, Mummy, Daddy, Mummy, Daddy, my head," yelled a young girl, who stamped her feet and tried to pull away from her torturer, an older, well-built girl who seemed to have adopted the girl as her baby sister. They performed this ritual together every morning before school.
- 3 "Come on, you girls," ordered Martha Jones as she passed by their bed. "The school bell's gone. Don't be late on your first day."
- 4 "Alright, we're coming as soon as we empty the toilet bucket," answered Molly softly.
- 5 "I'll wait for you then," said Martha.
- 6 "No, don't wait we'll follow you, we know where the school is."
- 7 "Alright then, we'll go along. Come on, Rosie," she said as she rushed out of the door into the cold, drizzly morning.
- 8 As soon as the other girls left the dormitory, Molly beckoned her two sisters to come closer to her, then she whispered urgently, "We're not going to school, so grab your bags. We're not staying here." Daisy and Gracie were stunned and stood staring at her.
- 9 "What did you say?" asked Gracie.
- 10 "I said, we're not staying here at the settlement, because we're going home to Jigalong."¹
- 11 Gracie and Daisy weren't sure whether they were hearing correctly or not.

1. Jigalong n. region in Western Australia where the Mardu Aborigines live.

from Follow the Rabbit-Proof Fence 315



CLOSER LOOK

Dialogue

Circulate among groups as students conduct their close read. Suggest that groups close read paragraphs 1–4. Encourage them to talk about the annotations they mark. If needed, provide the following support.

ANNOTATE: Have students mark details in paragraphs 1–4 that show the dialogue between characters, or work with small groups as you highlight them together.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from the dialogue, and accept student responses.

Possible response: There are a lot of girls and they are getting ready for school.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The dialogue shows how the other girls have come up with new morning rituals and relationships at the settlement. It also lets readers know that it is the new girls' first day.

Remind students that authors use dialogue to advance the story and to show the relationship among characters. Dialogue also lets readers find out more about individual characters in the story.

Additional **English Language Support** is available in the Interactive Teacher's Edition.

CROSS-CURRICULAR PERSPECTIVES

Humanities Have students conduct a short research project to find out more about the Aboriginal population of Australia. Students may research various aspects of their culture and history of the Aboriginal people. They may also be interested in learning more about the Stolen Generation (see Background note in the SE), to find why some children who had one Aboriginal parent and one white parent were removed from their homes. Encourage students to write a short paper on what they learn.

CLOSER LOOK

Character

Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 17. Encourage them to talk about the annotations they mark. If needed, provide the following support.

ANNOTATE: Have students mark details in paragraph 17 that tell about Molly, or work with small groups as you highlight them together.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from the details, and accept student responses.

Possible response: Molly knows things about the country and takes charge.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The details show that Molly has learned from her father about the country and that she is bossy and takes charge. This is important because she leads the other two girls, and though they are skeptical, they put themselves in her hands.

Explain that authors help readers understand characters by giving direct information about them, by showing how they talk, and by showing how others react to them. Point out that the author of *Follow the Rabbit-Proof Fence* uses many techniques found in fiction as she tells her story.

NOTES

- 12 “Move quickly,” Molly ordered her sisters. She wanted to be miles away before their absence was discovered. Time was of the essence.
- 13 Her two young sisters faced each other, both looking very scared and confused. Daisy turned to Molly and said nervously, “We’re frightened, Dgudu.² How are we going to find our way back home to Jigalong? It’s a long way from home.”
- 14 Molly leaned against the wall and said confidently, “I know it’s a long way to go but it’s easy. We’ll find the rabbit-proof fence³ and follow that all the way home.”
- 15 “We gunna walk all the way?” asked Daisy.
- 16 “Yeah,” replied Molly, getting really impatient now. “So don’t waste time.”
- 17 The task of finding the rabbit-proof fence seemed like a simple solution for a teenager whose father was an inspector who traveled up and down the fences, and whose grandfather had worked with him. Thomas Craig told her often enough that the fence stretched from coast to coast, south to north across the country. It was just a matter of locating a stretch of it then following it to Jigalong. The two youngsters trusted their big sister because she was not only the eldest but she had always been the bossy one who made all the decisions at home. So they did the normal thing and said, “Alright, Dgudu, we’ll run away with you.”
- 18 They snatched up their meager possessions and put them into calico bags and pulled the long drawstrings and slung them around their necks. Each one put on two dresses, two pairs of calico bloomers, and a coat.
- 19 Gracie and Daisy were about to leave when Molly told them to, “Wait. Take those coats off. Leave them here.”
- 20 “Why?” asked Gracie.
- 21 “Because they’re too heavy to carry.”
- 22 The three sisters checked to make sure they hadn’t missed anything then, when they were absolutely satisfied, Molly grabbed the galvanized bucket and ordered Gracie to get hold of the other side and walk quickly trying not to spill the contents as they made their way to the lavatories. Daisy waited under the large pine tree near the stables. She reached up and broke a small twig that was hanging down low and was examining it closely when the other two joined her.
- 23 “Look, Dgudu, like grass indi?” asked Daisy, passing the twig to Molly to feel.

2. **Dgudu** older sister in Mardudjara, the Mardu Aborigines’ native language.

3. **the rabbit-proof fence** fence that ran from the north coast of Australia to the south coast to deter pests such as rabbits.

4. **indi?** “isn’t it?” (Mardudjara).



FACILITATING SMALL-GROUP CLOSE READING

As groups perform the close review, circulate and offer support as needed.

- Remind groups that as they read the selection, they should look for the main events of the story.
- If groups are confused about what events are important, remind them to think about which

events they would include in a summary if they were telling someone else what happened. Have them note how these events fit into the theme of taking a stand for what matters.

- Challenge groups to determine the main idea of the selection and the specific details that support the main idea.



- 24 “Youay,”⁵ she said, as she gave it to Gracie who crushed the green pine needles into her small hands and sniffed them. She liked the smell and was about to give her opinion when Molly reminded them that they didn’t have time to stand around examining pine needles.
- 25 “Come on, run, you two,” she said sharply as she started to run towards the river.
- 26 Many young people had stood under the same big pine tree and waited while someone went into the stable or the garage to distract Maitland, the caretaker and stableman. Then they would give the signal that the coast was clear and everyone would dash into the grainary and fill their empty fruit tins with wheat from one of the opened bags at the back of the shed. Some of it was roasted on flat tins over the hot coals, the rest was saved to fill initials that had been dug into the sloping **embankment** of firm yellow sand along the cliffs. These were left until the first rain came, then all the inmates would rush down to inspect the cliffs. This grass graffiti revealed the new summer romances between the older boys and girls. But these three girls from the East Pilbara had no intention of participating, they had a more important task ahead of them.
- 27 On they went, dashing down the sandy slope of the cliffs, dodging the small shrubs on the way, and following the narrow path to the flooded river. They slowed down only when they reached the bottom. Molly paused briefly, glancing at the pumping shed on their right where they had been the day before. Turning towards it she said to Gracie and Daisy, “This way.” She ran for about 25 meters, crashing into the thick paperbark trees and the branches of the river **gums** that blocked their path.
- 28 Molly strode on as best as she could along the muddy banks, pausing only to urge her young sisters to hurry up and try to keep up with her. She kept up that pace until she saw what she thought to be a likely spot to cross the swift flowing river.
- 29 The three girls watched the swirling currents and the white and brown frothy foam that clung to the trunks of the young river gums and clumps of tea-trees. They didn’t know that this became one of the most popular spots during the hot summer days. This was the local swimming pool that would be filled with naked or semi-naked brown bodies, laughing, splashing, swimming, and diving into the cool brown water during the long summer afternoons. Every now and then, the swimmers would sit on the coarse river sand and yank ugly, brown, slimy leeches off their bodies and impale them on sticks and turn them inside out and plunge them into the hot burning mud. The next day the swimmers would pull the sticks out of the sand and gloat at the

5. **Youay** “Yes” (Mardudjara).

NOTES

Use a dictionary or indicate another strategy you used to help you determine meaning.

embankment (ehm BANGK meht) *n.*

MEANING:

gums (guhms) *pl. n.*

MEANING:

Concept Vocabulary

EMBANKMENT If groups are struggling to define the word *embankment*, point out that after trying to find the meaning of the word through context, they may want to use a dictionary. There they will find a definition. Explain that they can use a thesaurus to find synonyms for the word. Have students guess the meaning of *embankment* through context, and then check their guesses using the dictionary.

Possible response: *Embankment* means “a mound or hill made of dirt or rock that’s meant to raise a roadway or railroad track or to hold water back.”

GUMS If groups are struggling to define the word *gums*, point out that after trying to find the meaning of the word through context, they may want to use a dictionary. There they will find a definition. Explain that they can use a thesaurus to find synonyms for the word.

Have students guess the meaning of *gums* through context, and then check their guesses using the dictionary.

Possible response: *Gums* means “a type of tree.”

from Follow the Rabbit-Proof Fence 317

PERSONALIZE FOR LEARNING

English Language Support

Idioms Tell students that the expression *the coast was clear* in paragraph 26 is an idiom. Remind them that an idiom is a commonly used expression that is not meant literally.

Explain that *the coast was clear* means that people are not in danger. Have students review how the idiom is used in the selection. What do the young people mean specifically when they signal that *the coast was clear*? (Maitland, the caretaker, is not at the grainary.) Have students think of a time when they might use the idiom.

Concept Vocabulary

EUCALYPTUS If groups are struggling to define the word *eucalyptus*, point that after trying to find the meaning of the word through context, they may want to use a dictionary. There they will find a definition. Explain that they can use a thesaurus to find synonyms for the word.

Have students guess the meaning of *eucalyptus* through context, and then check their guesses using the dictionary.

Possible response: *Eucalyptus* means “a type of tree that has suckers.”

NOTES

Use a dictionary or indicate another strategy you used to help you determine meaning.

eucalyptus (yoo cah LIHP tuhs) *n.*

MEANING:

shriveled dry skins that once were horrible little creatures, ready to suck all the blood from their bodies—or so the young people were led to believe.

30 “The river is too deep and fast here, let’s try up further,” Molly said, leading the way through the thick young suckers and washed-up logs. They continued along the bank making slow progress through the obstacles that nature had left in their path. At last they came to a section in the river that seemed narrow enough to cross.

31 “We’ll try here,” said Molly as she bent down to pick up a long stick. She slid down the bank into the river and began measuring its depth just as she had seen Edna Green do the previous afternoon, while Daisy and Gracie watched patiently on the bank.

32 “Nab, too deep,” Molly said in disgust. “Not here.”

33 “Gulu,⁶ Dgudu,” cried the youngsters as they ran to follow her through the wet foliage.

34 The three girls walked along the muddy banks for another 25 meters when they came to a clearing, devoid of any shrubs or young suckers, where the floods had receded.

35 In a couple of weeks’ time, this place would become a muddy skating rink where the girls of the settlement would spend hours having fun skating up and down the slippery mud. The idea was to skate by placing one foot in front of the other and maintain your balance for a couple of meters at least. The boys had their own skating area further up in a more secluded place amongst the thick tea-tree shrub. Peeping toms never existed in those days. Each group respected each other’s privacy. Nearby, a huge fire would be lit and kept stoked. When everyone had finished skating in the slippery mud they would dive into the icy cold river to wash off the mud, then dry themselves by the roaring fire, dress, and return to the compound.

36 Molly decided to follow the paths made by the cattle. Another attempt was made to cross the river but once again proved unsuccessful. She walked on angrily, pushing the thick growth of **eucalyptus** suckers roughly aside, at the same time urging Daisy and Gracie to walk faster. But they decided that it was much safer at a distance and they followed her muddy footprints in silence without any questions, trusting her leadership totally.

37 They were still fighting their way through the tea-trees for almost an hour when they heard Molly call out to them somewhere down the track. “Yardini! Bukala! Bukala!”⁷

38 Daisy and Gracie ran as fast as they could along the muddy path until they reached her. Molly was standing near a large river gum. As they stood gasping for wind she said, “We gunna cross here.”

6. **Gulu** “wait” (Mardudjara).
7. **Yardini! Bukala! Bukala!** “Come here! Hurry! Hurry!” (Mardudjara).

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HOW LANGUAGE WORKS

Adjectives and Adverbs Remind students that an adjective modifies a noun or pronoun, and an adverb modifies a verb, an adjective, or another adverb. If students struggle to comprehend the difference between an adjective and an adverb, help them by giving examples of each. Have students complete sentences like these,

- and identify the words they add as adjectives or adverbs.
- The girls walked along the _____ bank. [adjective; tells about the bank]
 - The girls walked _____ along the bank. [adverb; tells about how the girls walked]



- 39 As three pairs of eager eyes examined it closely, they knew that they had found the perfect place to cross the flooded river. A tree leaned over the water creating a natural bridge for them to cross safely to the other side.
- 40 The girls scraped mud from their feet then climbed onto the trunk and walked cautiously to the end then swung down off the limb onto the slippery, muddy bank on the other side. They sloshed through the wet, chocolate-colored banks for at least another two hours, then decided to rest amongst the thick reeds behind the tall river gums.
- 41 A few minutes later, Molly stood up and told her young sisters to get up. "We go kyalie⁸ now all the way." They obeyed without any protests. Ducking under the hanging branches of the paperbark trees they hurried as best they could, stomping on the reeds and bull rushes that covered the banks of the fast flowing river. The only sounds that could be heard were the startled birds fluttering above as they left their nests in fright, and the *slish, slosh* of the girls' feet as they trampled over the bull rushes. 🐾

8. **kyalie** "north" (Mardudjara).

NOTES

CLOSER LOOK

Descriptive Language

Circulate among groups as students conduct their close read. Suggest that groups close read paragraph 40. Encourage them to talk about the annotations they mark. If needed, provide the following support.

ANNOTATE: Have students mark details in paragraph 40 that show examples of descriptive language, or work with small groups as you highlight them together.

Question: Guide students to consider what these details might tell them. Ask what a reader can infer from the details, and accept student responses.

Possible response: The walking isn't easy.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the text. Ask students why the author might have included these details.

Possible response: The details help readers picture the girls' progress and feel what it's like to walk where they walk.

Remind students that authors use adjectives in descriptive writing to make it easier for readers to visualize events, characters, and settings.

Comprehension Check

Possible responses:

1. They are in a school with other children. They are a long way from their home and family.
2. Molly wants to go home to Jigalong.
3. Her father was an inspector who travelled north and south along the fences.
4. She tries to avoid crossing where the river is too deep or too fast.
5. Storyboards will vary. However, students should include that the girls are in a settlement school, that they escape to go home by following the rabbit-proof fence, and that they successfully cross a river in order to find the fence.

Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. Where are the three sisters living?
2. Where does Molly want to go?
3. How does Molly know about the rabbit-proof fence?
4. What does Molly try to avoid when looking for a place to cross the river?
5. **Notebook** Confirm your understanding of the story by writing a storyboard of events.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail in the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

from Follow the Rabbit-Proof Fence 319

PERSONALIZE FOR LEARNING

Challenge In *Follow the Rabbit-Proof Fence*, the author describes in great detail the area in western Australia where the girls make their journey. Encourage students to research the plant and animal life of the region, including the eucalyptus and gum trees. Have them use what they learn in their research along with the details in the selection to draw an illustration of the area where the girls travel.

Jump Start

CLOSE READ Ask groups to consider the prompt: *How do the girls stand up for themselves by running away?* As students discuss in their groups, ask them to consider the reasons why Molly was willing to embark on such a difficult journey.

Close Read the Text

If needed, model close reading by using the Annotation Highlights in the Interactive Teacher’s Edition.

Remind students to use Accountable Talk in their discussions and to support one another as they complete the close read.

Analyze the Text

- 1. **Possible response:** Paragraph 17 conveys that Molly is bossy, and the other girls listen to her.
- 2. **Passages will vary by group.** Remind students to explain why they chose the passage they presented to group members.
- 3. **Responses will vary by group.**

Concept Vocabulary

Why These Words? Possible response: The concept words all have to do with the riverbank setting where the girls walk. They help the reader picture the riverbank.

Practice

Sample response: The girls climbed up the *embankment*. The *gums* grew so that they leaned over the river. The *eucalyptus* has large green leaves.

Word Network

Possible words: escaped, decisions, dashing

Word Study

For more support, see **Concept Vocabulary and Word Study**.

Possible response
government, embankment



MAKING MEANING



from FOLLOW THE RABBIT-PROOF FENCE

TIP

GROUP DISCUSSION
As you discuss the story, make sure that everyone takes a turn.

WORD NETWORK

Add interesting words about taking a stand from the text to your Word Network.

STANDARDS

- Language**
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you noticed. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Complete the activities.

- 1. **Review and Clarify** With your group, reread paragraph 17 of the selection. What important information about the three girls is conveyed? What is the author saying about the way the girls relate to one another?
- 2. **Present and Discuss** Now, work with your group to share the passages from the text that you found especially important. Take turns presenting your passages. Discuss what you notice in the text, the questions you asked, and the conclusions you reached.
- 3. **Essential Question:** *When is it right to take a stand?* What has this selection taught you about taking a stand? Discuss with your group.

Concept Vocabulary

embankment gums eucalyptus

Why These Words? The concept vocabulary words from the text are related. With your group, determine what the words have in common. How do these words enhance the impact of the text?

Practice

Notebook Confirm your understanding of these words from the text by using them in sentences. Be sure to use context clues that hint at each word’s meaning.

Word Study

Suffix -ment The Latin suffix *-ment* means “act” or “resulting from the state of.” When *-ment* added to the end of a verb, the verb becomes a noun. In “Follow The Rabbit-Proof Fence” the author describes the way the girls of the *settlement* had fun skating up and down the slippery mud. A *settlement* is a community or colony. Look for other words with the suffix *-ment* as you work through the unit selections.

FORMATIVE ASSESSMENT

Analyze the Text

If students struggle to close read the text, **then** provide the **Analyze the Text Questions** available online in the Interactive Teacher’s Edition or Unit Resources. Answers and DOK levels are also available.

Concept Vocabulary

If students struggle to find the connection

between the words, **then** have them use each word in a sentence and think about what is similar about the sentences.

Word Study

If students are unable to locate words with the suffix *-ment*, **then** review the Background

Analyze Craft and Structure

Descriptive writing creates a vivid picture of a person, place or thing. Most descriptive writing includes:

- **Sensory details**—sights, sounds, smells, tastes, and physical sensations
- **Vivid, precise language** and **informative details** that convey a vivid picture of characters and events
- **Figurative language** or comparisons
- Adjectives and adverbs that paint a **word picture**

Descriptive writing can be found in memoirs, reflective essays, travel brochures, physical descriptions, functional descriptions, nonfiction narratives, and character sketches. In “Follow the Rabbit-Proof Fence, the author uses descriptive details to add meaning, develop characters, evoke setting, and create mood.

Using this chart, write sentences from the text that use descriptive language. Cite sensory words and phrases in the sentence that describe the characters, situation, or setting. Then identify their effect on the reader. The first sentence has been done for you.

Gather your notes in this chart and share with your group.

SENTENCE	LOCATION IN TEXT	SENSORY WORDS AND PHRASES	EFFECT ON THE READER
1. Some of it was roasted on flat tins over the hot coals, the rest was saved to fill initials that had been dug into the sloping embankment of firm yellow sand along the cliffs.	Paragraph 26	<i>flat tins, hot coals, sloping embankment, firm yellow sand</i>	The reader has a vivid image of the characters raiding the granary
2.			
3.			
4.			

Write It

Notebook Write a paragraph briefly describing one of the places the girls in “Follow the Rabbit-Proof Fence” travel through. Use sensory words in your description. Share your descriptions with your group.

from Follow the Rabbit-Proof Fence 321

TIP

GROUP DISCUSSION

As you listen to the responses of your classmates, you may find that your answers are not exactly the same. There may be more than one cause or effect of a given event.

STANDARDS

Reading Informational Texts
• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
• Analyze how a text makes connections among and distinctions between individuals, ideas, or events
Language
Demonstrate an understanding of figurative language, word relationships and nuances in word meanings.

Analyze Craft and Structure

Descriptive Writing Discuss with students that the precise adverbs, adjectives, and figurative language that an author uses to describe can help convey an author’s tone, or attitude toward the subject and audience. Point out that using words with strong positive connotations, such as *bright* sunlight, will convey a positive attitude, whereas words with strong negative connotations, such as *blinding* sunlight, will convey a negative attitude. For more support, see **Analyze Craft and Structure: Descriptive Writing.**

MAKE IT INTERACTIVE

Have students think of a recent event in their lives that they found interesting or exciting. Next, have them write a few sentences about the event in a matter-of-fact, almost-boring way. Then, have them revise or rewrite using vivid, descriptive, lively words. Finally, ask volunteers to share their two versions, and have the class discuss why the highly descriptive version is an improvement.

Possible responses

1. Sentence: “Come on, Rosie,” she said as she rushed out of the door into the cold, drizzly morning.

Location in Text: Paragraph 7
Sensory Words and Phrases: *cold, drizzly morning*
Effect on the Reader: The reader has a vivid picture of the uncomfortable weather
2. Sentence: The three girls watched the swirling currents and the white and brown frothy foam that clung to the trunks of the young river gums and clumps of tea-trees.

Location in Text: Paragraph 29
Sensory Words and Phrases: *swirling currents, white and brown frothy foam that clung to the trunks of the young river gums and clumps of tea trees.*
Effect on the Reader: The reader can picture the dangerous swirls of water that the girls are trying to cross.
3. Sentence: The only sounds that could be heard were the startled birds fluttering above as they left their nests in fright, and the *slish, slosh* of the girls’ feet as they trampled over the bull rushes.

Location in Text: Paragraph 41
Sensory Words and Phrases: *startled birds fluttering above, slish slosh of the girls’ feet*

FORMATIVE ASSESSMENT

Analyze Craft and Structure

If students struggle to identify descriptive writing, then review examples from the selection with them, encouraging them to pay attention to how the author creates a picture for the reader.

For Reteach and Practice, see **Analyze Craft and Structure: Descriptive Writing.**

VOCABULARY DEVELOPMENT

Concept Vocabulary Reinforcement To help students increase their familiarity with the concept words, have them use “show-you-know” sentences. The first part of the sentence uses the vocabulary word in an appropriate context. The second part of the sentence – the “show-you-know” part—clarifies the first. Model the strategy with the word *embankment*.

The girls walked on the *embankment*; the hilly area near the river was thick with mud.
Then, give students these sentence prompts, and coach them in creating the clarification part.
1. Molly came upon a large *eucalyptus*; _____.
2. The river *gums* were common there; _____.

Conventions

Adjectives and Adverbs Explain to students that when trying to identify an adverb, they can look at the verb in a sentence. If they find a word that tells more about the verb, then that is the adverb. Use the following sentence as an example: *Molly always bosses her sisters*. Have students name the verb (*bosses*). Then have students name the word that tells more about the verb. (*always*). The adverb *always* tells when Molly bosses her sisters.

Read It

- 1. They did the normal thing.
- 2. They dashed down the sandy slopes.
- 3. Molly spoke softly.
- 4. Daisy tried to walk slowly.

Write It

Responses will vary, but make sure that students include an adjective and an adverb in their two sentences.

FORMATIVE ASSESSMENT

Conventions

If students have trouble distinguish between adjectives and adverbs, **then** have them list words that describe objects in the classroom (adjectives). Review with them that adverbs modify verbs, adjectives, and other adverbs. For Reteach and Practice, see **Conventions: Adjectives and Adverbs (RP)**. 



from FOLLOW THE RABBIT-PROOF FENCE

Conventions

Adjectives and Adverbs Authors use **adjectives** and **adverbs** to tell more about the nouns and verbs in their sentences. An adjective modifies, or adds meaning to, a noun or a pronoun. An adverb modifies, or adds meaning to, a verb, an adjective, or another adverb.

An adjective gives more information about a noun. For example, in the sentence *It's a long way from home*, the adjective *long* modifies the noun *way*. It answers the question *What kind?* Look at the chart to see examples of questions that adjectives answer.

What kind?	cold, long, easy, muddy, simple
Which one?	that, this, those
How many?	two, many, three
How much?	most, some, meager, huge
Whose?	her, their, my, your

An adverb gives more information about a verb, adjective, or adverb. For example, in the sentence *She whispered urgently*, the adverb *urgently* modifies the verb *whispered*, answering the question *In what manner?* Look at the chart to see examples of questions that adverbs answer. Note that adjectives often end in the suffix *-ly*.

When?	now, before, yesterday
Where?	everywhere, here, ahead
In what manner?	quietly, urgently, correctly, confidently
To what extent?	too, absolutely, totally

Be careful not to use adjectives in place of adverbs, as shown in this example: **Incorrect:** Move quick. **Correct:** Move quickly.

Read It

Work individually. Underline the adjective in each sentence.

- 1. They did the normal thing.
- 2. They dashed down the sandy slopes.

Rewrite each sentence, replacing adjectives with adverbs.

- 3. Molly spoke soft.
- 4. Daisy tried to walk slow.

Write It

 **Notebook** Write two sentences about the story, Use an adjective and an adverb.

 **STANDARDS**
Language
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERSONALIZE FOR LEARNING

English Language Support

Adjectives and Adverbs Review the definitions of adjectives and adverbs. Have students identify two examples of each, and use their examples in sentences. Support students in completing as many of these steps as they can.



Writing to Sources

Assignment

Use what you read about the daring escape and 1,500 mile journey of Molly, Daisy, and Gracie to rewrite their story as a first-person account in Molly's voice. Base your rewrite on facts from the story about the setting, the events, the characters' personalities, their relationships, and the emotional toll the journey takes. Feel free to invent fictional details that make sense in the context of the story. Your rewrite can take two forms:

- ☐ **Journal Entry** Write a journal entry as if you were Molly in "Follow the Rabbit-Proof Fence" leading the others out of harm's way to safety. Record the day's events, express your fears and write about the problems, observations, self-doubts, and the emotional highs and lows of the journey.
- ☐ **Letter** Write a letter to one of the girls you left behind at the settlement as if you were Molly. Use what you know about the story and the historical background information to give your letter emotional weight. Think about such questions as: Why didn't this person come along with you? How do you feel about leaving her at the settlement? Do you have plans to rescue her after you get to safety?

Project Plan As you rewrite your account, feel free to invent details as long as they are based on the selection text. Make sure you establish your character's point of view, intended audience, and purpose for writing. Think about such questions as: Who are you writing for? Why are you writing? When do you find time to write?

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "Follow the Rabbit-Proof Fence."

STANDARDS

Writing

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

from *Follow the Rabbit-Proof Fence* 323



Writing to Sources

For groups that choose the first option, review the usual elements of a journal entry, including the date, a description of recent events, and the writer's thoughts and feelings about those events. Point out that some writers include lots of personal information in their journals and that others are more reserved.

For groups that choose the second option, review the format of a friendly letter, including the date, greeting, body, and closing. Have members of the group discuss who the girl at the settlement is (is she a friend? another family member?) and what they want to communicate before they begin to write.

For more support, see **Writing to Sources: First-Person Account**.

Project Plan Once groups have discussed the questions about character's point of view, audience, and purpose, have them pay special attention to the tone of the account. Encourage them to review examples of Molly's dialogue in the selection to make sure that they will capture her voice. Then have them decide what each group member is contributing. Remind groups to consult the schedule for Small-Group Activities as they create their Project Plan. Check to make sure each group has made assignments and that the work is divided evenly among group members.

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Writing to Sources

If students have difficulty in writing about recent events for their personal accounts, then encourage them to skim the excerpt from *Follow the Rabbit-Proof Fence* for ideas.

For Reteach and Practice, see **Writing to Sources: First-Person Account (RP)**.

Selection Test

Administer the *Follow the Rabbit-Proof Fence* Selection Test, which is available in both print and digital formats online in Assessments.

PERSONALIZE FOR LEARNING

Strategic Support

Organization Some groups may have difficulty deciding how to approach writing the personal account, whether they have chosen the first or second option. Allow students to try a variety of approaches. For example, a group might have one note-taker write down different group members' contributions. Alternative, each group member

write a journal entry or letter, which will be combined with others to complete the group project. Encourage group members to try to maintain a consistent voice for Molly, and have them briefly review the selection to get more information about her attitudes and expression.

The Moth Presents: Aleeza Kazmi

AUDIO SUMMARIES

Audio summaries of “The Moth Presents: Aleeza Kazmi” are available online in both English and Spanish in the Interactive Teacher’s Edition or Unit Resources. Assigning these summaries prior to reading the selection may help students build additional background knowledge and set a context for their first read.

Summary

In this video, Aleeza tells a story about how she came to stand up for her identity. When she was six years old, she had a project to draw a self-portrait in school. She greatly looked forward to coloring it in with oil pastels, and did so using the same peach color that her friends used. Her teacher told her that “isn’t her color,” and insisted she color over it with a brown crayon. The crayon and oil pastel didn’t mix well, and Aleeza felt terrible about how the self-portrait she’d worked so hard on looked. Years later, in 6th grade, an incident reminded her of this, and she used the memory of disappointment to stand up for herself.

Insight

This video illustrates how people come to understand the social construct of race. The content may be sensitive to students who have grappled with their racial identities or had them challenged by others.

ESSENTIAL QUESTION:

When is it right to take a stand?

Connection to Essential Question

Aleeza stands up to a boy who tells her that she cannot call herself “brown.” She has a right to determine her own identity; he cannot tell her who she is.

SMALL-GROUP LEARNING PERFORMANCE TASK

What kinds of issues are important enough to fight for?

Connection to Performance Tasks

Small-Group Learning Task Being able to choose your own identity, rather than having one imposed by someone else, is worth fighting for.

Unit Performance-Based Assessment Aleeza determines what she cares about because she hates that someone thinks they know who she is better than she does.

UNIT PERFORMANCE-BASED ASSESSMENT

How can people determine what matters to them and make their own choices in life?

Media Complexity Rubric: Courage – The Moth Presents Aleeza Kazmi

Quantitative Measures

Format and Length Video, 6:04 minutes

Qualitative Measures

Knowledge Demands

①—②—③—④—⑤

Story is mostly based on practical knowledge and experiences that students will find familiar and understandable.

Structure

①—②—③—④—⑤

The video shows a speaker telling a story, but there are no visual clues aside from some facial expressions. Rate of speaking is fast but diction is clear so it is understandable.

Language Conventionality and Clarity

①—②—③—④—⑤

As it is a spoken story, language is conversational and contemporary. Speaker is telling about past events, but sometimes switches between past and present tense for effect. Speaker uses some lengthy or run-on sentences.

Levels of Meaning/Purpose

①—②—③—④—⑤

Plot events have greater significance that is not fully revealed until end of story, but viewer can infer meaning throughout by interpreting feelings and relating to her experience.

LESSON RESOURCES

	Making Meaning	Effective Expression
Lesson	First Review Close Review Analyze the Media Media Vocabulary	Speaking and Listening
Instructional Standards	L.6 Acquire and use accurately . . .	SL.1a Come to discussions prepared . . . SL.1c Pose questions that connect the ideas . . . SL.1d Acknowledge new information expressed . . .
STUDENT RESOURCES		
Available online in the Interactive Student Edition or Unit Resources	Selection Audio First-Review Guide: Media-Video Close- Review Guide: Media-Video Word Meaning	Evidence Log
TEACHER RESOURCES		
Selection Resources Available online in the Interactive Teacher's Edition or Unit Resources	Audio Summaries Media Vocabulary	Speaking and Listening: Group Discussion
Assessment Available online in Assessments	Selection Test	
My Resources	A Unit 3 Answer Key is available online and in the Interactive Teacher's Edition	



Jump Start

FIRST REVIEW We all have experience feeling like we can't speak up for ourselves. How and why do we get silenced? What does it mean to find your voice? Engage students in a discussion about how storytelling can provide a means to show how one person has found a voice.

The Moth Presents: Aleeza Kazmi

Is it right to question somebody else's sense of identity? What if the person is six years old? Modeling questions such as this will help students connect to "The Moth Presents: Aleeza Kazmi" and to the Small-Group Performance Task assignment. Selection audio for the selection is available in the Interactive Teacher's Edition.)

Media Vocabulary

Encourage students to discuss the media vocabulary. Have they seen or used these words or concepts before? Do they use them in their speech or writing? Have students brainstorm three examples of Performances and share with the class.

About the Speaker



Aleeza Kazmi is a student who attended the Beacon School in New York City. She intends to major in Journalism and Political Science. In her spare time, Aleeza can be found with her friends or in her backyard with her dogs.

The Moth Presents: Aleeza Kazmi

Media Vocabulary

These words will be useful to you as you analyze, discuss, and write about the video.

Performance: music, dramatic, or another form of entertainment presented before an audience	<ul style="list-style-type: none">• Storytelling is the oldest form of performance art.• A storyteller can perform live or on a recording, from notes or without notes.• Stories can be rehearsed or improvised.
Personal Account: an account of a personal experience, told from the first-person point of view	<ul style="list-style-type: none">• A personal account can be written, performed live, or recorded.• When telling about a personal experience in front of a live audience, the storyteller (and audience) can get caught up in emotion.
Primary Source: an account of an event that comes directly from a person who has witnessed it	<ul style="list-style-type: none">• A primary source can take many forms. Some common types of primary sources are interviews, diary entries, speeches, and letters.• Primary sources usually present the opinions and reflections of the writer, as well as facts about the event.

First Review MEDIA: VIDEO

Study the video using these strategies.



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FIRST REVIEW

Have students perform the steps of the first review independently:

WATCH: Remind students to watch how the speaker uses gestures and inflection as she speaks.

NOTE: Encourage students to listen to the speaker to note key ideas.

CONNECT: Encourage students to make connections beyond the video. If they cannot make connections to their own lives, have them consider other videos of young people telling stories they may have watched.

RESPOND: Students will answer questions and write a summary to demonstrate understanding.

Point out to students that while they will always complete the Respond step at the end of the first viewing, the other steps will probably happen somewhat concurrently. You may wish to print copies of the First-Read Guide: Media-Video for students to use.

STANDARDS

Language
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PERSONALIZE FOR LEARNING

English Language Support

Taking Notes Support students as they watch the video. Form groups and have them watch the video in roughly 60-second segments. After each segment plays, have students take notes on key ideas and details. Ask students to compare their notes. Then go on to the next segment, repeating the process until students have watched the entire video.

The Moth Presents: Aleeza Kazmi



BACKGROUND

The Moth is a nonprofit organization that invites people to tell their personal stories live and on stage. This story comes from a Moth “StorySLAM” event held in New York in 2015. At these events, people share stories that explore the theme of each show with an audience, and judges vote on the best ones.

SCAN FOR
MULTIMEDIA



NOTES

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CLOSER REVIEW

Circulate among groups as students conduct their close review. Suggest that groups close review 4:50-5:55 in the video. Encourage them to talk about what they note. If needed, provide the following support.

NOTE: Have students note details in the video that explain how and why Aleeza takes a stand, or work with small groups to have students participate while you note them together.

QUESTION: Guide students to consider what these details might tell them. Ask what a viewer can infer from the details, and accept student responses.

Possible response: Aleeza mentions that her six-year-old self is screaming, which shows that the earlier experience has shaped her response to the boy’s question. She also mentions that she herself is screaming at the boy who questions her race, from which we can infer that she is angry that anyone is questioning her view of herself.

CONCLUDE: Help students to formulate conclusions about the importance of these details in the video. Ask students why the storyteller might have included these details.

Possible response: The detail about Aleeza’s six-year-old self screaming is important because it shows that she has stayed angry at the experience of having someone doubt her own sense of identity. She screams at the boy because he stumbles by questioning her racial identity, harkening back to the earlier experience. This shows that she now can stand up for her own sense of identity.

PERSONALIZE FOR LEARNING

Challenge

Storytelling Encourage students to have their own storytelling series inspired by The Moth, using the theme “Taking a Stand.” With Aleeza Kazmi’s story as inspiration, have them tell a three- to five-minute story about an incident in their own lives where they stood up for themselves. Remind them to prepare the story in advance and to use sensory details that bring the story to life. Invite other classes to the storytelling session.

Comprehension Check

Possible responses:

- 1. Aleeza is excited about the self-portrait project because she feels like she has become a good artist and she wants to show off her new skills.
- 2. Aleeza thinks peach is a good color because all of her friends use peach and she thinks they are all the same.
- 3. Miss Harrington tells Aleeza that she has used the wrong color and has her “fix” the drawing by coloring the skin with a brown crayon. She also hangs up the picture, which Aleeza is no longer proud of.
- 4. Aleeza takes a stand when a boy asks her what her race is. At first, she answers that she is brown, but when he tells her that brown is not a race, Aleeza tells him that he cannot tell her what she is.

Close Review

If needed, model close reviewing by using the Close Review Notes in the Interactive Teacher’s Edition.

Remind students to use Accountable Talk in their discussions and to support one another as they complete the close read.

Analyze the Media

- 1. **Responses will vary by group.** Remind students to explain why they chose the section they presented to the group members.
- 2. **Possible response:** I think Aleeza told the story both to entertain and to express her point of view. Her sincerity and personal account help viewers understand her viewpoint because without knowing how Aleeza felt as a six-year-old forced to change her self-portrait, people might not understand why she is reluctant to let anyone else try to define her race or color.
- 3. **Responses will vary by group.** Groups should support their answers with evidence from the video.

Media Vocabulary

For more support, see **Media Vocabulary.**

Word Network

Possible words: *self-portrait, identity, race*



MAKING MEANING

Comprehension Check

Complete the following items after you finish your first review.

- 1. Why is Aleeza excited about the self-portrait project?
- 2. Why does Aleeza think peach is a good color to use?
- 3. What does Miss Harrington do that upsets Aleeza?
- 4. How does Aleeza finally take a stand?

MEDIA VOCABULARY

Use these words as you discuss and write about the video.

- performance
- personal account
- primary source

WORD NETWORK

Add interesting words about taking a stand from the video to your Word Network.

Close Review

Watch the video, or parts of it, again. Write down any new observations that seem important. What **questions** do you have? What can you **conclude**?



Analyze the Media

Complete the activities.

- 1. **Present and Discuss** Choose the section of the video you found most interesting or powerful. Explain what you notice in the section, the questions it raises for you, and the conclusions you reached about it.
- 2. **Review and Synthesize** With your group, review the whole video. What do you think Aleeza’s purpose was in telling her story? How does Aleeza’s sincerity in her personal account help viewers understand her perspective and her experience?
- 3. **Essential Question: *When is it right to take a stand?*** What has this story taught you about taking a stand? Discuss with your group.

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FORMATIVE ASSESSMENT

Analyze the Media

If students struggle to close review the video, then provide the **Analyze the Media Questions** available online in the Interactive Teacher’s Edition or Unit Resources. Answers and DOK levels are also available.

Media Vocabulary

If students struggle to understand the term *personal account*, then have them review the definition and then ask them to explain whether or not Aleeza Kazmi’s story is personal account.



Speaking and Listening

Aleeza Kazmi's story is a good starting point for a discussion on taking a stand about what matters. Holding a group discussion can enable you to dig deeper into important ideas and discover others' points of view.

Assignment

Take part in a **group discussion** about Aleeza Kazmi's story. Choose from the following topics:

- ☐ How does the story support the idea that it is important to stand up for yourself and your beliefs?
- ☐ How does her story support the idea that each person should be able to determine her or his own identity?

To prepare for your discussion, watch the video again and take notes on the following:

- Identify sections where Aleeza Kazmi states important ideas that are relevant to your discussion topic.
- Identify sections where Aleeza Kazmi *implies* things that she does not state.
- Identify details that Aleeza uses to develop her story and capture her experience.
- Analyze how Aleeza Kazmi engages the audience.

Come to the discussion prepared with ideas that are supported with evidence from the video. Make sure that everyone has a chance to speak and listen carefully to others' ideas. Pose questions that connect to the ideas of other group members. Respond to other group members' questions with relevant ideas and observations. If you learn something new that changes your perspective, share your new perspective with your group.



THE MOTH PRESENTS:
ALEEZA KAZMI

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "The Moth: Aleeza Kazmi."

STANDARDS

Speaking and Listening

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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Speaking and Listening

If students are having difficulty choosing the discussion topic, point out that while both topics require that students use evidence from the video to support their main points, the first topic relates to standing up for oneself generally, and the second topic relates to identity. Students who are uncomfortable discussing issues of identity and determining one's own identity may prefer to discuss the first topic. Students who are interested in questions of identity, including race, may be more interested in the second topic.

Discussion Preparation Have students use the guidelines in the SE as they review the video again. Remind them to keep their assignment prompt in mind as they look for evidence. Students should take notes of Aleeza Kazmi's words as they watch the video so that they can use the notes in the discussion. They should also note how she uses gestures, pauses, inflection, and volume as she tells the story, and how her speaking skills help to make her points.

Holding the Discussion When students hold the discussion, have them use the notes that they have taken so that they can support their points with evidence from the video. As they pose questions to each other about different points, encourage them to try to stay on topic, always keeping the discussion prompt in mind.

For more support, see **Speaking and Listening: Group Discussion.**

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.

FORMATIVE ASSESSMENT

Speaking and Listening

If one or two students are dominating the group discussion, **then** remind students to take turns during the discussion so that each member has a chance to speak.

PERSONALIZE FOR LEARNING

Strategic Support

Simplifying Prompts Students may benefit from breaking the prompts into smaller questions. For example, the first option might be broken into, *What happened to Aleeza when she was six? Could she stand up for herself then? How did she feel when she finally stood up for herself?* Similarly, the second option might be broken

into, *How did Aleeza primarily identify herself as a six year old? How did she feel when Miss Harrington questioned her self-portrait? How does she end up defending her right to determine her own identity later? How does that make her feel?*

Present an Argument Skit

Assignment Explain to students that a skit is a short performance that usually is comedic, and that for the argument skit, each group member will take on the role of one of the characters from the selections. They will then speak as these characters as they make claims about what kind of issues are important enough to fight for. Before groups begin work on their projects, have them clearly differentiate the role each group member will play. Remind groups to consult the schedule for Small-Group Learning to guide their work during the Performance Task.

Students should complete the assignment using presentation software to take advantage of text, graphics, and sound features.

Plan With Your Group

Analyze the Text Sample answers are provided in the Student Edition. Students should understand that the issues are linked to the author's or speaker's purpose. The issue at the center of a given text or video isn't always stated directly. The details therefore need to be examined before determining what the speaker or author is trying to express.

Gather Evidence and Media Examples After students have analyzed the text to fill in the chart, have them discuss the last column of the chart, which will help them answer the prompt. Point out that based on what they have found in the selections, they can conduct research for photographs, illustrations, and video that might be persuasive about what is important enough to fight for, based on the setting and issues in the three selections.



PERFORMANCE TASK: SPEAKING AND LISTENING FOCUS

SOURCES

- WORDS DO NOT PAY
- from FOLLOW THE RABBIT-PROOF FENCE
- THE MOTH PRESENTS: ALEEZA KAZMI

Present an Argument Skit

Assignment You have read a speech and a memoir excerpt, and viewed a video that dealt with taking a stand for what matters. Work with your group to develop an argument skit that addresses this question:

What kinds of issues are important enough to fight for?

Plan With Your Group

Analyze the Text The individuals featured in the selections have all taken a stand for what matters. For each selection, identify the individual and the issue they care about. With your group, discuss your notes and ideas and list them in the chart. Use them to begin your discussion. Refer to the collaboration checklist for tips on working effectively as a group.

TITLE	INDIVIDUAL AND ISSUE
Words Do Not Pay	Chief Joseph cares about the treatment of the Nez Perce by the United States government.
Follow the Rabbit-Proof Fence	Molly cares about Aboriginals being sent away by the Australian government to live in a settlement.
The Moth Presents: Aleeza Kazmi	Aleeza Kazmi cares about being able to stand up for her own sense of identity.

STANDARDS
Speaking and Listening
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Gather Evidence and Media Examples Identify specific examples from the selections to support your group's ideas. Then, try to come to a consensus about what kinds of issues cause people to take a stand. Find visuals such as photographs and illustrations that support your group's consensus. Allow each group member to make suggestions.

AUTHOR'S PERSPECTIVE Ernest Morrell, Ph.D.

Mastering Classroom Talk Complex texts can be intimidating and alien to some students, especially those who have had limited exposure to such texts. However, these same students often show deep critical and analytical skills when considering popular culture. Teachers can use their students' background knowledge of popular culture and their enthusiasm

for it to increase motivation and classroom talk, especially debate skills, small-group work, and formal public presentations. Start by incorporating elements of popular culture such as rap and hip-hop, movies, or sports into a traditional unit of study. Place popular culture alongside the other historical/literacy periods covered in the unit so students can use their knowledge

of the familiar works as a lens through which to evaluate the new ones. Second, have students evaluate one literary work in the program, such as a poem, alongside a contemporary reference of their choice. This approach helps students gain the understanding and confidence they need to discuss classroom texts and enhance their critical perspectives.

Organize Your Ideas. As a group, organize the script for your skit. Each member of the group should play a character who expresses his or her ideas in response to the question “What kinds of issues are important enough to fight for?” Each character should present evidence from the text to support his or her points.

SCRIPT CHARACTER	NOTES ON MEDIA
Character 1:	
Character 2:	
Character 3:	

Rehearse With Your Group

Practice With Your Group As you work through the script for your presentation, use this checklist to evaluate the effectiveness of your group’s first run-through. Then, use your evaluation and the instruction checklist to guide your revision.

CONTENT	USE OF MEDIA	PRESENTATION TECHNIQUES
<div>☐ Ideas are presented clearly and reasoning is sound.</div> <div>☐ Main ideas are supported with evidence from the texts.</div>	<div>☐ The visuals support the ideas argued in the skit.</div> <div>☐ The visual displays add interest to the skit.</div> <div>☐ Visuals are used evenly throughout the skit.</div>	<div>☐ The skit is performed with energy and conviction.</div> <div>☐ Each speaker speaks clearly.</div>

Fine-Tune the Content To make your skit stronger, you may need to review evidence to be sure it supports your main points. Review the script to identify key ideas that are not clear. Add material to support your points or find another way to word these ideas.

Improve Your Use of Media Review all visuals to make sure they add interest and are effective. If any visual display is not effective, work with your group to improve or replace it.

Brush Up on Your Presentation Techniques Practice your skit before you present it to the class. Make sure that the performers speak loud enough for the whole class to hear.

Present and Evaluate

When you present your skit, make sure that each member has taken into account each of the checklist items. As you listen to other groups’ skits, consider their claims and reasoning as you evaluate how well they meet the requirements.

Organize Your Ideas As group members work on the script, remind them that, once they have outlined the key argument for each character from the selections, they should work to make sure that the characters talk to each other, addressing each other’s points.

Rehearse With Your Group

Practice with Your Group Encourage groups to pair up to practice their skits before performing their presentation in front of the whole class. While one group presents, the other can note areas that could be improved. Make sure that groups include any visuals that will be used in the final presentation in this first run-through.

Fine-Tune the Content Have students review the material in the presentation to make sure that it addresses the prompt. Remind them to use the selections as the source for the characters’ speaking style.

Improve Your Use of Media Encourage students to use effective visuals that support each of the character’s experience. For example, the student playing Molly from “Follow the Rabbit-Proof Fence” might show photographs from a settlement school in Australia.

Brush Up on Your Presentation Techniques Point out to students that since they are acting out a skit, their characters need to address each other, speaking loudly enough for the audience to hear.

Present and Evaluate

Before beginning the presentations, set the expectations for the audience. You may wish to have students consider these questions as groups present.

- What is each character’s claim?
- What were some of their supporting ideas?
- Which visuals best illustrated their claim?
- What presentation skills did this group excel at?

After the presenting group listens to student feedback, encourage them to take notes so that they can incorporate useful ideas into their next presentation.

STANDARDS
Speaking and Listening
Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

PERSONALIZE FOR LEARNING

Strategic Support

Dialogue If students have difficulty in turning their arguments into dialogue, encourage them to review the main claims for each character. Then, have students improvise in character. Explain that when they improvise, they will each speak in character about why their specific issue is important enough to fight for. Characters may try to convince each other that their issue is most important. After improvising, have students take notes for their scripts.

OVERVIEW

INDEPENDENT LEARNING

When is it right to take a stand?

Encourage students to think carefully about what they have already learned and what more they want to know about the unit topic of what matters to people and why some issues are worth fighting for. This is a key first step to previewing and selecting the text or media they will read or review in Independent Learning.

Independent Learning Strategies

Review the Learning Strategies with students and explain that as they work through Independent Learning they will develop strategies to work on their own.

- Have students watch the video on Independent Learning Strategies.
- A video on this topic is available online in the Professional Development Center.

Students should include any favorite strategies that they might have devised on their own during Whole-Class and Small-Group Learning. For example, for the strategy "Create a schedule" students might include:

- Understand the goals and deadlines.
- Make a schedule for what to do each day.

Block Scheduling

Each day in this Pacing Plan represents a 40–50 minute class period. Teachers using block scheduling may combine days to reflect their class schedule. In addition, teachers may revise pacing to differentiate and support core instruction by integrating components and resources as students require.

Pacing Plan



OVERVIEW: INDEPENDENT LEARNING

ESSENTIAL QUESTION:

When is it right to take a stand?

There are many reasons to take a stand, and all of them help explain why some issues are worth fighting for. In this section, you will choose one additional selection about this topic for your final reading experience in this unit. Follow these steps to help you choose.

Look Back Think about the selections you have already read. What more do you want to know about taking a stand?

Look Ahead Preview the selections by reading the descriptions. Which one seems most interesting and appealing to you?

Look Inside Take a few minutes to scan through the text you chose. Make another selection if this text doesn't meet your needs.

Independent Learning Strategies

Throughout your life, in school, in your community, and in your career, you will need to rely on yourself to learn and work on your own. Review these strategies and the actions you can take to practice them during Independent Learning. Add ideas of your own for each category.

STRATEGY	ACTION PLAN
Create a schedule	<ul style="list-style-type: none">• Understand your goals and deadlines.• Make a plan for what to do each day.•
Practice what you have learned	<ul style="list-style-type: none">• Use first-read and close-read strategies to deepen your understanding.• After you read, evaluate usefulness of the evidence to help you understand the topic.• Consider the quality and reliability of the source.•
Take notes	<ul style="list-style-type: none">• Record important ideas and information.• Review your notes before sharing with the group.•



CONTENTS

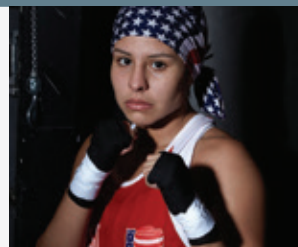
Choose one selection. Selections are available online only.

NEWS ARTICLE

Hometown Product Marlen Esparza Given a Hero's Welcome

Y. C. Orozco

Whether she's competing in the Olympics or writing a book, this girl from Pasadena doesn't quit.



MEMOIR

Through My Eyes

Ruby Bridges

A young girl's story about breaking the segregation barrier takes its place alongside some of the most important historical events of our time.



POETRY

The Unknown Citizen

W. H. Auden

A renowned poet criticizes a society that celebrates mediocrity.



BIOGRAPHY

Harriet Tubman: Conductor on the Underground Railroad

Ann Petry

An escaped slave risks her freedom and her life to lead others to safety.



PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Argument

Complete your Evidence Log for the unit by evaluating what you've learned and synthesizing the information you've recorded.

Contents

Selections Encourage students to scan and preview the selections before choosing the one they would like to read or review. Suggest that they consider the genre and subject matter of each one before making their decision. You can use the information on the following Planning pages to advise students in making their choice.

Remind students that the selections for Independent Learning are only available in the digital edition of *myPerspectives™*. Allow students who do not have digital access at home to preview the selections or review the media selection(s) using classroom or computer lab technology. Then either have students print the selection they choose or provide a printout for them.

Performance Based-Assessment Prep Review Evidence for an Argument

Point out to students that collecting evidence during Independent Learning is the last step in completing their Evidence Log. After they finish their independent reading, they will synthesize all the evidence they have compiled in the unit.

The evidence students collect will serve as the primary source of information they will use to complete the writing and oral presentation for the Performance-Based Assessment at the end of the unit.



SCAN FOR MULTIMEDIA

Introduce Small-Group Learning



Words Do Not Pay

from Follow the Rabbit-Proof Fence

Media: *The Moth Presents: Aleeza Kazmi*

Performance Task

Introduce Independent Learning



Independent Learning

Performance-Based Assessment



INDEPENDENT LEARNING



Hometown Product Marlen Esparza Given a Hero’s Welcome

Summary

This news article by Y.C. Orozco is about an Olympic athlete returning to her home town. Marlen Esparza is the first American woman to win a medal in Olympic boxing. Esparza was disappointed that she didn’t win gold, due to a judges’ decision that some people thought was wrong. She still has more to prove to herself. But her accomplishment is enormous, and proves the value of the hard work she went through. She considered leaving sports to go back to education, but will instead continue training for the next Olympics.

Insight

This article shows the psychology that comes with impressive accomplishments. It also shows what it feels like to have done something great but still want more.

SELECTION RESOURCES

- First-Read Guide: Nonfiction
- Close-Read Guide: Nonfiction
- Comprehension Check and Analyze the Text Questions
- Audio Summaries
- Selection Audio
- Selection Test

Connection to Essential Question

The Essential Question is “When is it right to take a stand?” Esparza has been through many trials, and uses faith and self-reliance to guide her.

Connection to Performance-Based Assessment

The prompt is “How can people determine what matters to them and make their own choices in life?” Esparza decides to continue boxing and go for gold in the next Olympics, because she isn’t satisfied after getting her non-gold medal.

Text Complexity Rubric: Hometown Product Marlen Esparza

Quantitative Measures	
Lexile: 1000 Text Length: 701 words	
Qualitative Measures	
Knowledge Demands ① — ② — ③ — ④ — ⑤	Background and information is clearly explained; though experiences described are not common (training and participating in Olympic sports), many students will be familiar with watching Olympic events.
Structure ① — ② — ③ — ④ — ⑤	Organization is clear and logical. Reporting is straightforward, describing an event (Esparza’s welcome celebration, her life, her views, and plans. Quotations break up the text.
Language Conventionality and Clarity ① — ② — ③ — ④ — ⑤	Language is conventional in journalistic style. Many sentences are lengthy and somewhat complex with multiple clauses. Most vocabulary is on-level, with some more difficult words.
Levels of Meaning/Purpose ① — ② — ③ — ④ — ⑤	Purpose is clear and straightforward (reporting Esparza’s life and her celebration event); meaning expressed in narration and in quotations is explicit.

Through My Eyes

Summary

This selection is a memoir by Ruby Bridges. She grew up in New Orleans, and she was one of the first black kids in the city who went from a segregated school to an integrated one. Ruby took a hard test, and did very well on it; she was one of the few who could choose to switch schools. The NAACP and her mother wanted her to go to the integrated school, though her father feared that she would be in danger if she did. There was a large crowd of segregationist protestors, and police and her mother protected her on her way. At the time, she didn't realize this was anything out of the ordinary for a big school.

Insight

This selection shows what the early days of integration were like, from a child's perspective. It also shows how some people, like Ruby's father, had low hopes. Fortunately, the country turned out better than Ruby's father expected.

SELECTION RESOURCES

- First-Read Guide: Nonfiction
- Close-Read Guide: Nonfiction
- Comprehension Check and Analyze the Text Questions
- Audio Summaries
- Selection Audio
- Selection Test

Connection to Essential Question

The Essential Question is "When is it right to take a stand?" The time was right to go to an integrated school, despite the risks.

Connection to Performance-Based Assessment

The prompt is "How can people determine what matters to them and make their own choices in life?" Ruby's mother decided that the opportunity to get a better education, and thus better opportunities in later life, was worth it.

Text Complexity Rubric: The Unknown Citizen

Quantitative Measures

Lexile: 920 Text Length: 1213 words

Qualitative Measures

Knowledge Demands ① — ② — ③ — ④ — ⑤	Some knowledge of segregation in the south in 1960s is helpful, and the experiences are not common to readers, but the content is clearly explained from the view of the child.
Structure ① — ② — ③ — ④ — ⑤	Story is told chronologically and in straightforward way, with all of the events and details clearly explained. Subheadings divide text into sections, making it easy to navigate.
Language Conventionality and Clarity ① — ② — ③ — ④ — ⑤	Language is clear and straightforward, with no figurative language. Sentences are mostly not complex, but some paragraphs have shifts of tense from simple past to past perfect (using had been).
Levels of Meaning/Purpose ① — ② — ③ — ④ — ⑤	Purpose of autobiographic story is revealed early and is clearly explained. Feelings of character telling story are mostly explained explicitly.



SELECTION RESOURCES

- First-Read Guide: Poetry
- Close-Read Guide: Poetry
- Comprehension Check and Analyze the Text Questions
- Audio Summaries
- Selection Audio
- Selection Test

The Unknown Citizen

Summary

This W.H. Auden poem tells about the life of a worker. It is very impersonal. The narrator tells us what outside reports say about the worker, and what can be inferred from other information about him. We don't see the worker any closer than second-hand. The poem is full of praise for its subject. Yet this praise feels flat; the main thrust of it is that the worker was completely unexceptionable, a man who did nothing out of the ordinary and nothing unexpected. The ending insists that his life must have been free and happy, as if only an unusual life can be unhappy.

Insight

This poem is an argument for individuality. It implicitly critiques centralized control and monitoring of people's lives, and implies that a "normal" life is not necessarily a good one.

Connection to Essential Question

The Essential Question is "When is it right to take a stand?" Auden wrote this poem in protest against a law that he feared might lead to rigid control.

Connection to Performance-Based Assessment

The prompt is "How can people determine what matters to them and make their own choices in life?" We can read this poem to imply that tracking people and imposing narrow expectations on them stops people from making their own choices.

Text Complexity Rubric: The Unknown Citizen

Quantitative Measures	
Lexile: N/A Text Length: 287 words	
Qualitative Measures	
Knowledge Demands ① — ② — ③ — ④ — ⑤	The poem's meaning is based on understanding themes about individuality and identity, and attitudes towards bureaucracy or government control, which may not be familiar to all readers.
Structure ① — ② — ③ — ④ — ⑤	Poem contains some rhyming couplets; rhyme scheme changes several times so it is not always predictable; poem is not divided into stanzas, which makes pacing a little harder for reader.
Language Conventionality and Clarity ① — ② — ③ — ④ — ⑤	Language has somewhat formal style, with a mix of full sentences and phrases. Some vocabulary or phrasing is complex and above level.
Levels of Meaning/Purpose ① — ② — ③ — ④ — ⑤	Poem contains multiple levels of meaning, with twist of irony in ending, and subtle humor throughout the poem that may not be immediately obvious to readers.



Harriet Tubman: Conductor on the Underground Railroad

Summary

In this biography, Ann Petry describes how Harriet Tubman freed slaves. There were rumors of a man named Moses freeing slaves, and of strange bird cries used as signals – cover that Tubman used. She usually freed people on Sundays, so that attempts to recapture them could not start until the next day. One trip she took was particularly difficult. She led eleven people further north than she had ever gone, was unable to use a usual Underground Railroad stop for food and shelter, and had to keep up an exhausting pace. Along the way, she told stories of others who had made the journey, and who could help along the way.

Insight

This selection describes the danger and difficulty that people escaping to freedom faced, and the courage that saw them through.

SELECTION RESOURCES

- First-Read Guide: Nonfiction
- Close-Read Guide: Nonfiction
- Comprehension Check and Analyze the Text Questions
- Audio Summaries
- Selection Audio
- Selection Test

Connection to Essential Question

The Essential Question is “When is it right to take a stand?” It’s hard to think of a practice that deserved protest and resistance more than slavery did.

Connection to Performance-Based Assessment

The prompt is “How can people determine what matters to them and make their own choices in life?” The journey to freedom was very hard, and life in the free north wasn’t easy. But it was of course worth the struggle.

Text Complexity Rubric: Harriet Tubman

Quantitative Measures

Lexile: 1000 Text Length: 3593 words

Qualitative Measures

Knowledge Demands

① — ② — ③ — ④ — ⑤

Some prior knowledge is needed about slavery, the Underground Railroad, and Harriet Tubman; references are made to multiple locations and names of those who helped escaped slaves.

Structure

① — ② — ③ — ④ — ⑤

Text is dense and lengthy, but story is told chronologically and with straightforward organization. Connection between events is clear and logical.

Language Conventionality and Clarity

① — ② — ③ — ④ — ⑤

Language is concrete and descriptive; many sentences are lengthy, with complex syntax and multiple clauses; there is some difficult vocabulary.

Levels of Meaning/Purpose

① — ② — ③ — ④ — ⑤

Purpose is explicit and narrowly focused; There are many details, but relationship of details to main events is clear.

You may wish to direct students to use the generic **First-Read** and **Close-Read Guides** in the Print Student Edition. Alternatively, you may wish to print copies of the genre-specific **First-Read** and **Close-Read Guides** for students. These are available online in the Interactive Student Edition or Unit Resources. 

FIRST READ

- Students should perform the steps of the first read independently:
- NOTICE:** Students should focus on the basic elements of the text to ensure they understand what is happening.
 - ANNOTATE:** Students should mark any passages they wish to revisit during their close read.
 - CONNECT:** Students should increase their understanding by connecting what they’ve read to other texts or personal experiences.
 - RESPOND:** Students will write a summary to demonstrate their understanding.

Point out to students that while they will always complete the Respond step at the end of the first read, the other steps will probably happen somewhat concurrently. Remind students that they will revisit their first-read annotations during the close read. You may wish to print copies of the First-Read Guide for students to use.

After students have completed the First-Read Guide, you may wish to assign the Comprehension Check and Analyze the Text Questions for the selection that are available in the Digital Teacher’s Edition.



INDEPENDENT LEARNING

First-Read Guide

 **Tool Kit**
First-Read Guide and
Model Annotation

Use this page to record your first-read ideas.

Selection Title: _____

NOTICE

NOTICE new information or ideas you learn about the unit topic as you first read this text.

ANNOTATE

ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT

CONNECT ideas within the selection to other knowledge and the selections you have read.

RESPOND

RESPOND by writing a brief summary of the selection.

First Read

 STANDARD
Reading Read and comprehend complex literary and informational texts independently and proficiently.

PERSONALIZE FOR LEARNING

Strategic Support

Text Connections To help students make connections to the text, remind them that ideas in a text may spark memories in readers. The memories may be connected to real-life experiences or something the student previously read or discovered through media. Point out that these connections tap into what students already know. They make a text interesting and often help readers better understand what the text means.

To pursue and support the text connections approach, ask students to annotate passages that trigger memories and connections for them. Students can organize their ideas in a chart. One column (“The text”) should show annotated passages, enclosed in quotation marks. In the other column (“My Connection”), students can use their own words to describe the connection they made to the text. Students can then use this chart to complete the First-Read Guide.

Close-Read Guide

 **Tool Kit**
Close-Read Guide and
Model Annotation

Use this page to record your close-read ideas.

Selection Title: _____

Close Read the Text

Revisit sections of the text you marked during your first read. Read these sections closely and **annotate** what you notice. Ask yourself **questions** about the text. What can you **conclude**? Write down your ideas.



Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one and record your thoughts about what this choice conveys.

QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

 **STANDARD**
Reading Read and comprehend complex literary and informational texts independently and proficiently.

 CLOSE READ

Students should begin their close read by revisiting the annotations they made during their first read. Then, students should analyze one of the author's choices regarding the following elements:

- **patterns**, such as repetition or parallelism
- **structure**, such as cause-and-effect or problem-solution
- **techniques**, such as description or dialogue
- **ideas**, such as the author's main idea or claim

MAKE IT INTERACTIVE

Group students according to the selection they have chosen. Then, have students meet to discuss the selection in depth. Their discussions should be guided by their insights and questions.

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PERSONALIZE FOR LEARNING

Strategic Support

Analyze the Text Help students complete the Analyze the Text section of the Close-Read Guide. Remind students to study the way that a writer addresses a topic. Suggest that students identify writing-related annotations with these codes:

• **WP:** a writing pattern that is interesting or functional. Remind students to look for word choice, sentence length, or rhythms in the writing.

• **WS:** writing structures that support the genre. For example, students might note the introduction or conclusion, the claims or main ideas, or the key parts of a plot.

Share Your Independent Learning

Prepare to Share

Explain to students that sharing what they learned from their Independent Learning selection provides classmates who read a different selection with an opportunity to consider the text as a source of evidence during the Performance-Based Assessment. As students prepare to share, remind them to highlight how their selection contributed to their knowledge of the concept of what matters to people as well as how the selection connects to the question *When is it right to take a stand?*

Learn from Your Classmates

As students discuss the Independent Learning selections, direct them to take particular note of how their classmates' chosen selections align with their current position on the Performance-Based Assessment question.

Reflect

Students may want to add their reflection to their Evidence Log, particularly if their insight relates to a specific selection from the unit.

MAKE IT INTERACTIVE

Have pairs of students exchange their written arguments. Ask each pair of students to find at least one sentence or one paragraph in their partner's work that is especially successful at making their argument. Partners should share with each other what they found. Have several partners report their findings to the class. Challenge students to note any similarities between particularly well-worded or persuasive sentences, paragraphs, and language.

Evidence Log Support students in completing their Evidence Log. This paced activity will help prepare them for the Performance-Based Assessment at the end of the unit.



INDEPENDENT LEARNING

EVIDENCE LOG

Go to your Evidence Log and record what you learned from the text you read.

STANDARDS
Speaking and Listening
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Share Your Independent Learning

Prepare to Share

When is it right to take a stand?

Even when you read something independently, your understanding continues to grow when you share what you have learned with others. Reflect on the text you explored independently and write notes about its connection to the unit. In your notes, consider why this text belongs in this unit.

Learn From Your Classmates

Discuss It Share your ideas about the text you explored on your own. As you talk with your classmates, jot down ideas that you learn from them.

Reflect

Underline the most important insight you gained from these writing and discussion activities. Explain how this idea adds to your understanding of the topic.

AUTHOR'S PERSPECTIVE

Ernest Morrell, Ph.D.

Preparing Students to Be Powerful Speakers

Use these suggestions to help students develop the ability to speak confidently in large discussions or presentations:

1. To help students overcome their fear of public speaking, have them visualize success, practice and get feedback on

their speech, and exercise briefly before the speech to release stress.

2. Emphasize the importance of speaking loudly and clearly when presenting to the class. The farther away a listener is, the louder a speaker must talk to be heard clearly. Also have students practice speaking with clarity and

articulation, paying special attention to not slurring contractions, reversing sounds, omitting letters, and adding letters.

3. As students share in whole groups, remind them to listen carefully and fully before responding, take notes while listening so they can respond on point,



Review Evidence for an Argument

At the beginning of this unit you took a position on the following question:

How can people determine what matters to them and make their own choices in life?

EVIDENCE LOG

Review your Evidence Log and your QuickWrite from the beginning of the unit. Has your position changed?

☐ YES	☐ NO
Identify at least three pieces of evidence that convinced you to change your mind.	Identify at least three new pieces of evidence that reinforced your initial position.
1.	1.
2.	2.
3.	3.

State your position now: _____

Identify a possible counterclaim: _____

Evaluate the Strength of Your Evidence Consider your argument. Do you have enough evidence to support your claim? Do you have enough evidence to refute a counterclaim? If not, make a plan.

- ☐ Do more research
- ☐ Talk with my classmates
- ☐ Reread a selection
- ☐ Ask an expert
- ☐ Other: _____

STANDARDS

Writing
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Acknowledge new information
expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Review Evidence for Writing an Argument (Arguing a Position)

Evidence Log Students should understand that their position on an issue could evolve as they learn more about the subject and are exposed to additional points of view. Point out that just because they took an initial position on the question *When is it right to take a stand?* doesn't mean that their position can't change after careful consideration of their learning and evidence.

Evaluate the Strength of Your Evidence

Remind students that when they are arguing a position, or taking a stand about something, they should support their argument with evidence. Evidence may include facts, such as dates, times, and statistics; physical details; anecdotes (personal experience of the student or others); and expert opinion. The evidence that they provide should support and strengthen their argument.

Writing to Sources: Argument

Students should complete the Performance-Based Assessment independently, with little to no input or feedback during the process. Students should use word processing software to take advantage of editing tools and features.

Prior to beginning the Assessment, ask students to think about the various characters in the selections they have read who have tried to make their own choices about what is important to them. Encourage them to discuss whether, in each case, they believe the character was right to do so. Have students make connections to their own lives, if possible.

Review the Elements of Effective Arguments Students can review the work they did earlier in the unit as they complete the Performance-Based Assessment. They may also consult other resources such as:

- the elements of an effective argument, including a clear claim, relevant evidence, possible counterclaims, and a strong conclusion, available in Whole-Class Learning
- their Evidence Log
- their Word Network

Although students will use evidence from unit selections for their writing mode, they may need to collect additional evidence, including facts, statistics, anecdotes, quotations from authorities, or examples.



PERFORMANCE-BASED ASSESSMENT

SOURCES

- WHOLE-CLASS SELECTIONS
- SMALL-GROUP SELECTIONS
- INDEPENDENT CHOICE SELECTION



WORD NETWORK

As you write and revise your argument, use your Word Network to help vary your word choices.

STANDARDS

Writing
Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

PART 1

Writing to Sources: Argument

In this unit, you read about various people who take a stand for what matters. In some cases, they are the authors themselves, writing to convince others to adopt their point of view. Sometimes they are, themselves, discovering what matters to them.

Assignment

Write an **argument** in which you state and defend a claim in response to the following question:

How can people determine what matters to them and make their own choices in life?

Use examples from the selections you read, viewed, and researched in this unit to support your claim. Make sure that you support your claim with sound reasoning and relevant evidence. Organize your ideas so that they flow logically and are easy for readers to follow. Use a formal style and tone.

Reread the Assignment Review the assignment to be sure you fully understand it. The task may reference some of the academic words presented at the beginning of the unit, or you may want to include one or more of them in your argument. Be sure you understand each of the words in order to complete the assignment correctly.

Academic Vocabulary

- verify
- inspect
- rectify
- candid
- retort

Review the Elements of Effective Argument Before you begin writing, read the Argument Rubric. Once you have completed your first draft, check it against the rubric. If one or more of the elements is missing or not as strong as it could be, revise your argument to add or strengthen that component.

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AUTHOR'S PERSPECTIVE

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Building a Writing Portfolio with Students Teachers can create a portfolio that enables students to demonstrate the variety of writing they complete over the year. There are three elements of keeping a portfolio—collection of all the writing a student has done, selection of the best pieces, and reflection to evaluate growth.

Teachers can set the criteria using such categories as *Best Argument*, *Best Narrative Piece*, *Best Informative Piece*, *Best On-Demand Writing*, *Best Poetry*, *Best Blended Genre*, *Best Writing from Another Class*, *Best Model of Revision*, and *Best Single Line You Wrote this Year*. Students should also include a reflective

letter at the end of the year. To help them learn to reflect, use questions like this throughout the year.

- Where does your writing still need improvement? How will you improve?
- Reflect on a struggle you faced during this unit. How did you overcome it?

Argument Rubric

	Focus and Organization	Evidence and Elaboration	Language Conventions
4	<p>The introduction engages the reader and establishes a claim in a compelling way.</p> <p>The claim is supported by logical reasons and relevant evidence, and opposing claims are addressed.</p> <p>The reasons and evidence are organized logically so that the argument is easy to follow.</p> <p>Transitions clearly show the relationships among ideas.</p> <p>The conclusion offers fresh insight into the claim.</p>	<p>The sources of evidence are relevant and credible.</p> <p>The tone and style of the argument are formal and objective.</p> <p>Words are carefully chosen and suited to the audience and purpose.</p>	<p>The argument intentionally uses standard English conventions of usage and mechanics.</p>
3	<p>The introduction is somewhat engaging and states the claim clearly.</p> <p>The claim is supported by reasons and evidence, and opposing claims are acknowledged.</p> <p>Reasons and evidence are organized so that the argument is easy to follow.</p> <p>Transitions show the relationships among ideas.</p> <p>The conclusion restates the claim.</p>	<p>The sources are relevant.</p> <p>The tone and style of the argument are mostly formal and objective.</p> <p>Words are generally suited to the audience and purpose.</p>	<p>The argument demonstrates general accuracy in standard English conventions of usage and mechanics.</p>
2	<p>The introduction states a claim.</p> <p>The claim is supported by some reasons and evidence, and opposing claims may be briefly acknowledged.</p> <p>Reasons and evidence are organized somewhat logically. A few sentence transitions are used to orient readers.</p> <p>The conclusion relates to the claim.</p>	<p>Some sources are relevant.</p> <p>The tone and style of the argument are occasionally formal and objective.</p> <p>Words are somewhat suited to the audience and purpose.</p>	<p>The argument demonstrates some accuracy as well as minor mistakes in standard English conventions of usage and mechanics.</p>
1	<p>The claim is not clearly stated.</p> <p>The claim is not supported by reasons and evidence, and opposing claims are not addressed.</p> <p>Reasons and evidence are disorganized and the argument is difficult to follow.</p> <p>The conclusion does not include relevant information.</p>	<p>Reliable and relevant evidence is not included.</p> <p>The vocabulary is inappropriate to audience and purpose.</p> <p>The tone and style of the argument are informal.</p>	<p>The argument contains many mistakes in standard English conventions of usage and mechanics.</p>

Argument Rubric

As you review the Argument Rubric with students, remind them that the rubric is a resource that can guide their revisions. Students should pay particular attention to the differences between all of the required elements (a score of 3) and one that is engaging, has logical organization, and offers fresh insight (a score of 4).

PERSONALIZE FOR LEARNING

English Language Support

Writing a Claim Support students as they write a claim for their argument. Have students review the definition of argument. Encourage them to write a claim in complete sentences, and offer supporting reasons.

Speaking and Listening:
Oral Presentation

Students should annotate their written writing mode in preparation for the oral presentation, marking the important elements (claims, reasons, evidence, and counterclaims) as well as facts and anecdotes.

Remind students that the effectiveness of an oral writing mode relies on how the speaker establishes credibility with his or her audience. If a speaker comes across as confident and authoritative, it will be easier for the audience to give credence to the speaker’s presentation.

Review the Oral Presentation Rubric As you review the Oral Presentation Rubric with students, remind them that it is a valuable tool that can help them plan their presentation. They should strive to include all of the criteria required to achieve a score of 3. Draw their attention to some of the subtle differences between scores of 2 and 3.



PERFORMANCE-BASED ASSESSMENT

PART 2
Speaking and Listening: Oral Presentation

Assignment
After completing the final draft of your argument, use it as the foundation for a short **oral presentation**.

Instead of reading your argument aloud, take the following steps to make your oral presentation lively and engaging.

- Go back to your argument and annotate the most important claims and supporting details from your introduction, body paragraphs, and conclusion.
- Choose visuals that add interest to your presentation.
- Refer to your annotated text to guide your presentation and keep it focused.
- Deliver your argument with confidence. Look up from your annotated text frequently, and make eye contact with listeners.

Review the Oral Presentation Rubric Before you deliver your presentation, check your plans against this rubric. If elements are missing or not as strong as they could be, revise your presentation.

STANDARDS
Listening and Speaking
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

	Content	Organization	Presentation Techniques
3	The introduction engages the reader and establishes a claim in a compelling way. The presentation has valid reasons and evidence for support and answers counterclaims. The conclusion offers fresh insight into the claim.	The speaker uses a variety of media effectively to support the claim. Ideas progress logically, with clear transitions so that listeners can easily follow the argument. The speaker uses time effectively by spending the right amount of time on each part.	The speaker maintains appropriate eye contact and speaks clearly and with adequate volume. The speaker presents with strong confidence and energy.
2	The introduction establishes the claim. The presentation includes some valid reasons and evidence to support the claim and acknowledges counterclaims. The conclusion offers some insight into the claim and restates important information.	The speaker uses some media to support the claim. Ideas progress somewhat logically, with transitions among ideas so that listeners can easily follow the argument. The speaker uses time effectively by spending the right amount of time on each part.	The speaker sometimes maintains appropriate eye contact and speaks somewhat clearly and with adequate volume. The speaker presents with some confidence and energy.
1	The introduction does not clearly state the claim. The presentation does not include reasons or evidence to support the claim or acknowledge counterclaims. The conclusion does not restate information about the claim.	The speaker doesn’t use media to support the claim. The speaker does not use time effectively, spending too much time on some parts of the presentation, and too little on others. Ideas do not progress logically. Listeners have difficulty following.	The speaker does not maintain appropriate eye contact or speak clearly with adequate volume. The speaker presents without confidence or energy.

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DIGITAL PERSPECTIVES

Preparing for the Assignment To help students understand what an effective oral presentation looks and sounds like, find examples on the Internet of students or adults presenting an argument. Project the examples for the class, and have them note the techniques that make each speaker successful (that is, varying inflection,

speaking with adequate volume and energy, making gestures, and so on). Suggest that students videotape themselves presenting their arguments prior to presenting to the class so that they can practice incorporating some of the techniques from the examples they viewed.



Reflect on the Unit

Now that you've completed the unit, take a few moments to reflect on your learning.

Reflect on the Unit Goals

Look back at the goals at the beginning of the unit. Use a different colored pen to rate yourself again. Then, think about readings and activities that contributed the most to the growth of your understanding. Record your thoughts.

Reflect on the Learning Strategies

 **Discuss It** Write a reflection on whether you were able to improve your learning based on your Action Plans. Think about what worked, what didn't, and what you might do to keep working on these strategies. Record your ideas before joining a class discussion.

Reflect on the Text

Choose a selection that you found challenging and explain what made it difficult.

Explain something that surprised you about a text in the unit.

Which activity taught you the most about standing up for what matters? What did you learn?

STANDARDS

Speaking and Listening

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Reflect on the Unit

- Have students watch the video on Reflecting on Your Learning
- A video on this topic is available online in the Professional Development Center

Reflect on the Unit Goals

Students should re-evaluate how well they met the unit goals now that they have completed the unit. You might ask them to provide a written commentary on the goal they made the most progress with as well as the goal they feel warrants continued focus.

Reflect on the Learning Strategies

Discuss It If you want to make this a digital activity, go online and navigate to the Discussion Board. Alternatively, students can share their learning strategies reflections in a class discussion.

Reflect on the Text

Consider having students share their text reflections with one another.

MAKE IT INTERACTIVE

Have students prepare one slide using presentation software that summarizes their reflection.

Collate student slides into a presentation that can be viewed by the class. Students should be prepared to give a 30-second oral summary for their slide.

Unit Test and Remediation

After students have completed the Performance-Based Assessment, administer the Unit Test. Based on students' performance on the test, assign the resources as indicated on the Interpretation Guide to remediate. Students who take the test online will be automatically assigned remediation, as warranted by test results.



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