

Reading/ ELA

Grade 10



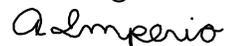
Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a modeling or example of the learning activity and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube). Within this packet there are directions for fluency practice that should be followed each week and a reading log to record daily independent reading. Each week is designed for students to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,



April Imperio

Executive Director K-12 Literacy & Early Learning

## Oral Reading Fluency Directions

Directions for high school students:

- Time yourself for the first minute reading the first page of each week's passage. If the passage repeats, read the second page. Record the number of words read in a minute.

**Mark # of words read** \_\_\_\_\_

- Then do the following subtraction formula to see how many words you read correct in a minute.

o # of words read in a minute - # of errors = correct words read per minute

- The number of words read correctly in a minute is your base score.
- Time yourself for the duration of the passage that you read.

**Length of time it took to read the whole passage** \_\_\_\_\_

- Put a circle around any words you could not read and/or you had trouble with.

**How many words do you need support with or not know at all?** \_\_\_\_\_

Write up to ten of those words here (if any):

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

### Weekly Advice

Monday	<b>Use a timer (cell phone timer is fine) to practice using the directions above</b>	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Tuesday	<b>Try reading the passage twice (time yourself both times).</b>	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Wednesday	<b>Practice reading the passage with fluency and expression at least two times.</b>	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Thursday	<b>Read the passage again, just like you did the first time. Count the number of words you read correctly and record your time. You can mark</b>	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Friday	<b>Celebrate your growth this week. Read the passage aloud one last time to see if you can beat previous times.</b>	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____

**Recreate this page in your notebook to record each week's words and your success.**

Name \_\_\_\_\_

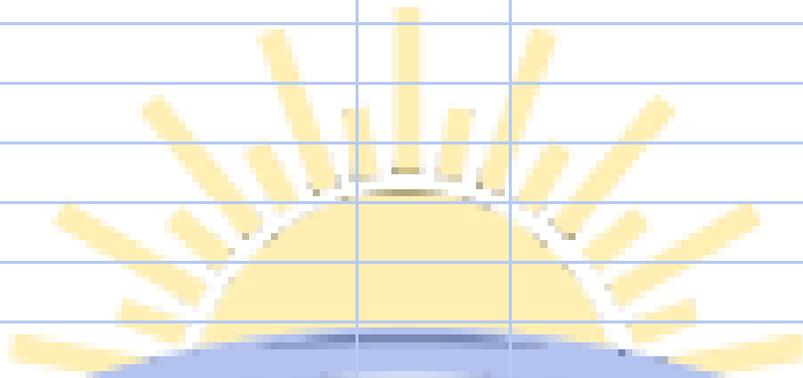
## Distance Learning Reading Log



Book Title & Author	Date & # of Pages Read	Reading Notes & Questions
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**DETROIT  
PUBLIC SCHOOLS  
COMMUNITY DISTRICT**

Students Rise. We All Rise.

# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



## Week of 4/14/20 to 4/17/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. Over the course of Unit 4, You will read selections about people whose relationships with things reveal what is valuable to them and about people who long for more and people who lose it all. As you complete the reading and tasks for this unit, you will be asked to think about and respond to the texts in connection to the unit’s Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need? What can result from an imbalance between want and need?
<b>Materials Needed</b>	Learning Packet, Pencil, Device-Optional

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G10_W1_L1	“I Came, I Saw, I Shopped”	Jumpstart, Summary and Quick Write Activities
<b>Day 2</b>	ELA_G10_W1_L2	Text Preview Page	Vocabulary and Text Preview Activities
<b>Day 3</b>	ELA_G10_W1_L3	“I Came, I Saw, I Shopped”	Review Key Elements of the Text
<b>Day 4</b>	ELA_G10_W1_L4	“I Came, I Saw, I Shopped”	Review Text and Respond to Prompt Using Transitional words/phrases

# Weekly Text

## UNIT 4 INTRODUCTION

### LAUNCH TEXT | INFORMATIVE MODEL

This selection is an example of an **informative text**, a type of writing in which the author examines concepts through the careful selection, organization, and analysis of information. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

**As you read**, think about how the writer presents information in the form of examples, statistics, and expert opinion. How does the writer help the reader understand the importance of this information?



### NOTES

1 **P**erhaps you know what became of the robotic dog, ripped jeans, or gadget you couldn't live without a few years ago. Maybe you remember where you put that video game you used to love. It was a "must-have" item just last year. It's possible, though, that you've lost track of these things; consequently, they are forgotten, but not gone, collecting dust in a closet somewhere. In the meantime, you may have developed a taste for newer, fresher goods, such as a waterproof smartphone, designer shoes, or limited-edition sneakers.

2 When you want something with a passion, it can be difficult to picture a moment when that item might not mean much to you. A 2011 study showed that Americans upgrade their mobile phones every 21.7 months. This is the fastest turnover rate in the world. As the pace of technological change increases, replacement periods get even shorter. Are we just fickle and easily distracted, or are other forces at play?

3 All of the data suggest that America is a nation of shoppers. Instead of saving our money, we spend it. Recent research shows that only one in four Americans saves more than 10 percent of his or her income (Soergel 2015). In contrast, Europeans show personal savings rates of more than 10 percent over a 30-year period dating back to the early 1980s.

### Are We Hardwired to Buy?

4 What drives our need to own the latest games, shoes, or phones? There are many notions. Some experts point to mirror neurons. These are cells in our brains that allow us to mirror, or reflect, the feelings

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and behavior of other people. Scientists believe that mirror neurons may tell us that we want what other people have, especially when we admire those people in other ways.

- 5 Social relationships may also affect our buying decisions. A study of Americans born between the early 1980s and the early 2000s finds that peer recommendations influenced many of the participants to make certain purchases. People from this “millennial” generation are also attracted to brands connected to social causes; they wish to buy products made by companies that donate profits to charity.

### Emotional Spending

- 6 We can explain the desire for new shoes or a new phone at least in part as a practical concern. After all, we probably plan to wear the shoes and use the phone. However, some of our buying choices seem to be based almost purely on emotions.
- 7 As an example of emotional purchasing, consider the multi-billion-dollar market for collectible items from the past. In most cases, collectors don’t plan to use these items. It is the rare driver who uses an antique car for her daily commute; likewise, the collectible doll from 1959 that sold at auction in May 2006 for \$27,450 did not become a child’s favorite toy. Advertising does not drive demand for collectibles; TV commercials for lunch boxes from the 1960s simply don’t exist. Some purchases of collectibles may be investments in items that will grow in value; however, others are driven largely by emotions, such as longing for a time past.
- 8 All of the information we have about shopping and spending suggests that the desire for a particular item is not so simple. Our brains, our social connections, and even our feelings about the past may all contribute to a seemingly endless appetite to fill our homes and our lives with things.

NOTES



#### WORD NETWORK FOR ALL THAT GLITTERS

**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 materialism, and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *gadget*, *upgrade*, and *collectibles*. Continue to add words as you complete the unit.



#### Tool Kit

Word Network Model

# Lesson 1

<b>Target</b>	I can make connections to the unit's texts and goals and can start to build background knowledge on key ideas and vocabulary presented in the Launch Text: "I Came, I Saw, I Shopped."
<b>Text, Materials, Video Name</b>	"I Came, I Saw, I Shopped" Note-catcher, Pencil, Device-Optional WATCH VIDEO ELA_G10_W1_L1
<b>Read</b>	Independently, or with a family member, caregiver, or friend, read the text.
<b>Think</b>	<p><b>Jump Start Question (answer in note-catcher)</b> "What are some things you need in life? What are some things you want in life? Beyond the basic necessities, why do most of us always want more?"</p> <p><b>Optional: Unit Introduction Video</b> As you watch, think about why more people (with privilege) do not practice the "power of half." Is there anything that can be done to fix this? <a href="https://tinyurl.com/UnitIntroVideo">https://tinyurl.com/UnitIntroVideo</a></p> <p><b>As you read</b>, think about how the writer presents information in the form of examples, statistics, and expert opinions. How does the writer help the reader understand the importance of this information?</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Do you agree or disagree with the following statement "If they can afford it, people should buy whatever they want?" Why?</p> <p>Do you think you are <b>hardwired</b> (patterned to behave a certain way) to engage in <b>emotional spending</b> (buying things we don't need or really want as a result of feeling stressed, board, upset, etc.)with the amount of advertisements present in today's society?</p>
<b>Write</b>	On your note-catcher summarize the text and answer the quick write question.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 1

## Day 1

**Jump Start:** What are some things you need in life? What are some things you want in life? Beyond basic necessities, why do most of us always want more?

**Summary:** Write a summary of "I Came, I Saw, I Shopped." A **summary** is a concise complete, and accurate overview of a text. It should not include a statement of your opinion.

**Quick Write:** Consider your thinking during this lesson and record your first thoughts here. How do we decide what we want versus what we need? What can result from an imbalance between want and need?

## Lesson 2

<b>Target</b>	I can understand the expectations during this extended learning time and can make connections between different selections, tasks, and the essential question.
<b>Text, Materials, Video Name</b>	Text Preview Page Note-catcher, Pencil, Device-Optional WATCH VIDEO ELA_G10_W1_L2
<b>Read</b>	Independently or with a family member, caregiver, or friend, review the Text Preview Page.
<b>Think</b>	<p>Throughout this unit, you will deepen your understanding of materialism by reading, writing, speaking and engaging with other's ideas. Think about the ways each text might relate to the concept of materialism.</p> <p>Here are five academic words that will be useful to you in this unit as you analyze and practice writing informative texts. You may wish to define these words on your note-catcher before you begin reading the texts. <b>Words: Paradox, Chronicle, Allocate, Deduce, Primary</b></p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>What do our possessions reveal about us?</p> <p>People choose both the quality and the quantity of their "stuff." How do our choices provide insight into our circumstances, and our values?</p>
<b>Write</b>	Now that you have previewed and reflected on the texts, on your note-catcher, document which text you are the most interested in and why. In your response, you may want to mention other texts you may have read, movies or television shows you may have seen, or even songs that deal with the issues of people wanting more than what they have or who lose something valuable.
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your top reading selection with someone.</li><li>• After you complete your assignment remember to read a book for 20 minutes.</li></ul>

# Note-Catcher/Handout/Student Activity Lesson 2

## UNIT 4

### UNIT INTRODUCTION

ESSENTIAL QUESTION: What do our possessions reveal about us?

LAUNCH TEXT  
INFORMATIVE MODEL  
I Came, I Saw, I Shopped



#### WHOLE-CLASS LEARNING

##### ANCHOR TEXT: SHORT STORY

**The Necklace**  
Guy de Maupassant,  
translated by Andrew  
MacAndrew



##### ANCHOR TEXT: SHORT STORY

**Civil Peace**  
Chinua Achebe



##### MEDIA: PHOTO ESSAY

**Fit for a King:  
Treasures of  
Tutankhamun**



#### SMALL-GROUP LEARNING

##### JOURNALISM

**In La Rinconada, Peru,  
Searching for Beauty  
in Ugliness**  
Marie Arana



##### POETRY COLLECTION

**Avarice**  
Yusef Komunyakaa



**The Good Life**  
Tracy K. Smith

##### Money

Reginald Gibbons

##### SHORT STORY

**The Golden Touch**  
Nathaniel Hawthorne



##### POETRY

**from King Midas**  
Howard Moss



##### MAGAZINE ARTICLE

**The Thrill of the  
Chase**  
Margie Goldsmith



#### INDEPENDENT LEARNING

##### MEDIA: INFORMATIONAL GRAPHIC

**The Gold Series:  
A History of Gold**  
Visual Capitalist



##### NEWS ARTICLE

**Ads May Spur  
Unhappy Kids to  
Embrace Materialism**  
Amy Norton



##### SHORT STORY

**A Dose of What the  
Doctor Never Orders**  
Ihara Saikaku,  
translated by G. W. Sargent



##### MAGAZINE ARTICLE

**My Possessions,  
Myself**  
Russell W. Belk



##### NEWS ARTICLE

**Heirlooms' Value  
Shifts From  
Sentiment to Cash**  
Rosa Salter Rodriguez



##### PERFORMANCE TASK

WRITING FOCUS:  
Write an Informative Essay

##### PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS:  
Deliver a Multimedia Presentation

##### PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an  
Informative Essay

### PERFORMANCE-BASED ASSESSMENT

Informative Text: Essay and Oral Presentation

PROMPT:

How do we decide what we want versus what we need?  
What can result from an imbalance between want and need?

## Note-Catcher/Handout/Student Activity Lesson 2

### Day 2

What do you think the word materialism means?

#### Vocabulary Words:

Paradox:

Chronicle:

Allocate:

Deduce:

Primary:

**Capture Your Thinking:** After reviewing the texts, which one are you the most interested in and why? In your response, you may want to mention other texts you have read, movies or television shows you may have seen, or even songs that deal with the issues of people wanting more than what they have or who lose something valuable.

## Lesson 3

<b>Target</b>	I can identify the elements of effective informative texts and can evaluate evidence used in the Launch Text.
<b>Text, Materials, Video Name</b>	"I Came, I Saw, I Shopped" Note-catcher, Pencil, Device-Optional WATCH VIDEO ELA_G10_W1_L3
<b>Read</b>	Independently or with a family member, caregiver, or friend, review the text, "I Came, I Saw, I Shopped."
<b>Think</b>	<p>The author of "I Came, I Saw, I Shopped," writes about shopping in a way we can relate to personally and provides us with a common starting point for the unit topic. The text also provides a writing model for an informational essay.</p> <p>We know that the elements of an effective informative essay are: Clear Focus and Organization, Evidence and Elaboration, and Proper use of Conventions. How are these elements reflected in this text?</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>How does the author support her main idea---"there are many reasons that we are driven to own the latest games, shoes, or phones"?</p> <p>What types of evidence do they use to support this main idea?</p>
<b>Write</b>	"I Came, I Saw, I Shopped," is an example of an informative essay. On your note-catcher, document how this text is an example of an effective informative essay and identify at least 2 types of evidence the author uses to support her main point.
<b>Closing</b>	<ul style="list-style-type: none"><li>● Share your analysis of the text with someone.</li><li>● After you complete your assignment remember to read a book for 20 minutes.</li></ul>

# Note-Catcher/Handout/Student Activity Lesson 3

## Day 3

In 3-5 sentences describe how the author meets the following criteria outlined below for an effective informational essay:

### Informative Rubric

Focus and Organization	Evidence and Elaboration	Conventions
<p>The introduction engages the reader and states a thesis in a very effective way.</p> <p>The essay includes formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>The conclusion summarizes ideas and readdresses the thesis.</p>	<p>The topic is developed with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information appropriate to the audience's knowledge of the topic.</p> <p>The language is always precise and appropriate for the audience and purpose.</p> <p>The tone of the essay is always formal and objective.</p>	<p>The essay intentionally uses standard English conventions of usage and mechanics.</p> <p>Transitions are appropriately varied to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

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There are many different types of evidence writers can use to support their thesis statements. Review the text and identify at least two pieces of evidence the author uses to support her thesis---"there are many reasons that we are driven to own the latest games, shoes, or phones."

## Lesson 4

<b>Target</b>	I can accurately use a transitional word or phrase to join two related ideas.
<b>Text, Materials, Video Name</b>	"I Came, I Saw, I Shopped" Note-catcher, Pencil, Device-Optional WATCH VIDEO ELA_G10_W1_L4
<b>Read</b>	Independently or with a family member, caregiver, or friend, review the text.
<b>Think</b>	Clarity of writing is important, especially in connection to informational text. Writers often use transitional phrases to create connection and flow between ideas. Different transitions serve different purposes, such as showing contrast, showing cause and effect, or elaborating upon an idea.  How often do you use transitions in your writing and/or conversations?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: How do writers select appropriate transitional words and phrases?
<b>Write</b>	Using the guide on your note-catcher, review "I Came, I Saw, I Shopped," and circle the transitional words and phrases.  On your note-catcher, respond to the following prompt: What is one item you regret buying? What motivated you to buy this item for yourself (or someone else) and why do you now regret that purchase. Use transitional words and phrases from the grid to connect your thoughts and ideas.
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and relate it back to the essential question of the unit: What do our possessions say about us?</li><li>• After you complete your assignment remember to read a book for 20 minutes.</li></ul>

# Note-Catcher/Handout/Student Activity Lesson 4

## Day 4

Create Cohesion: Transitions and transitional expressions are words and phrases that hold your writing together. They show relationships among ideas, and the ways in which one concept leads to another. They help you connect, contrast, and compare ideas. Without accurate transitions, your writing can seem like a random assortment of unrelated information and observations.

Use a chart like this to track your choices of transitions.

If you want to . . .	consider using one of these transitions:
<b>list or add ideas</b>	<i>first of all, secondly, then, in addition, also</i>
<b>show similarity</b>	<i>similarity, equally, likewise</i>
<b>show contrast</b>	<i>although, however, yet, on the other hand</i>
<b>emphasize</b>	<i>in fact, most importantly, immediately</i>
<b>show effect</b>	<i>consequently, as a result, therefore</i>
<b>illustrate or show</b>	<i>for example, for instance, specifically</i>

Respond to the following prompt using transitional words and phrases:

What is one item you regret buying? What motivated you to buy this item for yourself (or someone else) and why do you now regret that purchase.



# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



## Week of 4/20/20 to 4/24/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. Over the course of Unit 4, You will read selections about people whose relationships with things reveal what is valuable to them and about people who long for more and people who lose it all. In this week’s text, “The Necklace,” you will explore the question of whether a young woman should be satisfied with ordinary comforts, or if she should pursue her dreams of a life of luxury. As you complete the reading, you will be asked to think about and respond to the texts in connection to the unit’s Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	“The Necklace” text Note-Catcher, First-Read Guide: Fiction Pencil, Device-optional

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G10_W2_L5	The Necklace	Complete First-Read, write a Summary
<b>Day 2</b>	ELA_G10_W2_L6	The Necklace	Close-Read the text, analyze a key detail
<b>Day 3</b>	ELA_G10_W2_L7	The Necklace	Connect to unit’s Essential Question in Writing
<b>Day 4</b>	ELA_G10_W2_L8	The Necklace	Analyze and respond to the story’s ending
<b>Day 5</b>	ELA_G10_W2_L9	The Necklace	Use semicolons effectively in writing sample

# Weekly Text

ANCHOR TEXT | SHORT STORY

## The Necklace

Guy de Maupassant  
translated by Andrew MacAndrew

### BACKGROUND

In the late nineteenth century, a type of literature known as Realism emerged as a reaction to the idealism and optimism of Romantic literature. Realism sought to describe life as it is, without ornament or glorification. "The Necklace," an example of Realist fiction, tells the story of an average woman who pays a significant price to experience a glamorous evening. As in all Realist fiction, there is no fairy-tale ending.

SCAN FOR  
MULTIMEDIA 

- 1 **S**he was one of those pretty, charming young women who are born, as if by an error of Fate, into a petty official's family. She had no dowry,<sup>1</sup> no hopes, not the slightest chance of being appreciated, understood, loved, and married by a rich and distinguished man; so she slipped into marriage with a minor civil servant at the Ministry of Education.
- 2 Unable to afford jewelry, she dressed simply: but she was as wretched as a *déclassée*, for women have neither caste nor breeding—in them beauty, grace, and charm replace pride of birth. Innate **refinement**, instinctive elegance, and **suppleness** of wit give them their place on the only scale that counts, and these qualities make humble girls the peers of the grandest ladies.
- 3 She suffered constantly, feeling that all the attributes of a gracious life, every luxury, should rightly have been hers. The poverty of her rooms—the shabby walls, the worn furniture, the ugly

### NOTES

**refinement** (rih FYN muhnt) *n.*  
politeness; good manners

**suppleness** (SUHP uhl nihnt) *n.*  
smoothness; fluidity; ability  
to adapt easily to different  
situations

1. **dowry** (DOW ree) *n.* wealth or property given by a woman's family to her husband upon their marriage.

The Necklace 373

NOTES

**CLOSE READ**

**ANNOTATE:** In paragraph 3, mark details related to size, luxury, and antiquity.

**QUESTION:** Why does the author use these particular details?

**CONCLUDE:** What image do these details paint of the life Madame Loisel desires?

**exquisite** (EHKS kwih zihht) *adj.*  
very beautiful or lovely

**gallantries** (GAL uhn treeez) *n.*  
acts of polite attention to the needs of women

upholstery—caused her pain. All these things that another woman of her class would not even have noticed, tormented her and made her angry. The very sight of the little Breton girl who cleaned for her awoke rueful thoughts and the wildest dreams in her mind. She dreamed of thick-carpeted reception rooms with Oriental hangings, lighted by tall, bronze torches, and with two huge footmen in knee breeches, made drowsy by the heat from the stove, asleep in the wide armchairs. She dreamed of great drawing rooms upholstered in old silks, with fragile little tables holding priceless knick-knacks, and of enchanting little sitting rooms redolent of perfume, designed for teatime chats with intimate friends—famous, sought-after men whose attentions all women longed for.

- 4 When she sat down to dinner at her round table with its three-day old cloth, and watched her husband opposite her lift the lid of the soup tureen and exclaim, delighted: "Ah, a good homemade beef stew! There's nothing better . . ." she would visualize elegant dinners with gleaming silver amid tapestried walls peopled by knights and ladies and exotic birds in a fairy forest; she would think of **exquisite** dishes served on gorgeous china, and of **gallantries** whispered and received with sphinx-like smiles while eating the pink flesh of trout or wings of grouse.
- 5 She had no proper wardrobe, no jewels, nothing. And those were the only things that she loved—she felt she was made for them. She would have so loved to charm, to be envied, to be admired and sought after.
- 6 She had a rich friend, a schoolmate from the convent she had attended, but she didn't like to visit her because it always made her so miserable when she got home again. She would weep for whole days at a time from sorrow, regret, despair, and distress.
- 7 Then one evening her husband arrived home looking triumphant and waving a large envelope.
- 8 "There," he said, "there's something for you."
- 9 She tore it open eagerly and took out a printed card which said:
- 10 "The Minister of Education and Madame Georges Ramponneau<sup>2</sup> request the pleasure of the company of M. and Mme. Loisel<sup>3</sup> at an evening reception at the Ministry on Monday, January 18th."
- 11 Instead of being delighted, as her husband had hoped, she tossed the invitation on the table and muttered, annoyed:
- 12 "What do you expect me to do with that?"
- 13 "Why, I thought you'd be pleased, dear. You never go out and this would be an occasion for you, a great one! I had a lot of trouble getting it. Everyone wants an invitation: they're in great demand and there are only a few reserved for the employees. All the officials will be there."
- 14 She looked at him, irritated, and said impatiently:

2. **Georges** (zhawwrzh) **Ramponneau** (ram puh NOH)  
3. **Loisel** (lwah ZEHL)

- 15 “I haven’t a thing to wear. How could I go?”  
 16 It had never even occurred to him. He stammered:  
 17 “But what about the dress you wear to the theater? I think it’s  
 lovely. . . .”  
 18 He fell silent, amazed and bewildered to see that his wife was  
 crying. Two big tears escaped from the corners of her eyes and rolled  
 slowly toward the corners of her mouth. He mumbled:  
 19 “What is it? What is it?”  
 20 But, with great effort, she had overcome her misery; and now she  
 answered him calmly, wiping her tear-damp cheeks:  
 21 “It’s nothing. It’s just that I have no evening dress and so I can’t go  
 to the party. Give the invitation to one of your colleagues whose wife  
 will be better dressed than I would be.”  
 22 He was overcome. He said:  
 23 “Listen, Mathilde, how much would an evening dress cost—a  
 suitable one that you could wear again on other occasions, something  
 very simple?”  
 24 She thought for several seconds, making her calculations and  
 at the same time estimating how much she could ask for without  
 eliciting an immediate refusal and an exclamation of horror from this  
 economical government clerk.  
 25 At last, not too sure of herself, she said:  
 26 “It’s hard to say exactly but I think I could manage with four  
 hundred francs.”  
 27 He went a little pale, for that was exactly the amount he had put  
 aside to buy a rifle so that he could go hunting the following summer  
 near Nanterre, with a few friends who went shooting larks around  
 there on Sundays.  
 28 However, he said:  
 29 “Well, all right, then. I’ll give you four hundred francs. But try to  
 get something really nice.”  
 30 As the day of the ball drew closer, Madame Loisel seemed  
 depressed, disturbed, worried—despite the fact that her dress was  
 ready. One evening her husband said:  
 31 “What’s the matter? You’ve really been very strange these last  
 few days.”  
 32 And she answered:  
 33 “I hate not having a single jewel, not one stone, to wear. I shall look  
 so dowdy.<sup>4</sup> I’d almost rather not go to the party.”  
 34 He suggested:  
 35 “You can wear some fresh flowers. It’s considered very chic<sup>5</sup> at this  
 time of year. For ten francs you can get two or three beautiful roses.”  
 36 That didn’t satisfy her at all.  
 37 “No . . . there’s nothing more humiliating than to look poverty-  
 stricken among a lot of rich women.”  
 38 Then her husband exclaimed:

4. **dowdy** *adj.* shabby.

5. **chic** (*sheek*) *adj.* fashionable.

NOTES

**resplendent** (rih SPLEHN duhnt) *adj.* dazzling; gorgeous

**homage** (OM ihj) *n.* something done to honor someone

39 “Wait—you silly thing! Why don’t you go and see Madame Forestier<sup>6</sup> and ask her to lend you some jewelry. You certainly know her well enough for that, don’t you think?”

40 She let out a joyful cry.

41 “You’re right. It never occurred to me.”

42 The next day she went to see her friend and related her tale of woe.

43 Madame Forestier went to her mirrored wardrobe, took out a big jewel case, brought it to Madame Loisel opened it, and said:

44 “Take your pick, my dear.”

45 Her eyes wandered from some bracelets to a pearl necklace, then to a gold Venetian cross set with stones, of very fine workmanship. She tried on the jewelry before the mirror, hesitating, unable to bring herself to take them off, to give them back. And she kept asking:

46 “Do you have anything else, by chance?”

47 “Why yes. Here, look for yourself. I don’t know which ones you’ll like.”

48 All at once, in a box lined with black satin, she came upon a superb diamond necklace, and her heart started beating with overwhelming desire. Her hands trembled as she picked it up. She fastened it around her neck over her high-necked dress and stood there gazing at herself ecstatically.

49 Hesitantly, filled with terrible anguish, she asked:

50 “Could you lend me this one—just this and nothing else?”

51 “Yes, of course.”

52 She threw her arms around her friend’s neck, kissed her ardently, and fled with her treasure.

53 The day of the party arrived. Madame Loisel was a great success. She was the prettiest woman there—**resplendent**, graceful, beaming, and deliriously happy. All the men looked at her, asked who she was, tried to get themselves introduced to her. All the minister’s aides wanted to waltz with her. The minister himself noticed her.

54 She danced enraptured—carried away, intoxicated with pleasure, forgetting everything in this triumph of her beauty and the glory of her success, floating in a cloud of happiness formed by all this **homage**, all this admiration, all the desires she had stirred up—by this victory so complete and so sweet to the heart of a woman.

55 When she left the party, it was almost four in the morning. Her husband had been sleeping since midnight in a small, deserted sitting room, with three other gentlemen whose wives were having a wonderful time.

56 He brought her wraps so that they could leave and put them around her shoulders—the plain wraps from her everyday life whose shabbiness jarred with the elegance of her evening dress. She felt this and wanted to escape quickly so that the other women, who were enveloping themselves in their rich furs, wouldn’t see her.

6. **Forestier** (fawr ehs TYAY)

57 Loisel held her back.  
 58 "Wait a minute. You'll catch cold out there. I'm going to call a cab."  
 59 But she wouldn't listen to him and went hastily downstairs.  
 Outside in the street, there was no cab to be found; they set out to  
 look for one, calling to the drivers they saw passing in the distance.  
 60 They walked toward the Seine,<sup>7</sup> shivering and miserable. Finally,  
 on the embankment, they found one of those ancient nocturnal  
 broughams<sup>8</sup> which are only to be seen in Paris at night, as if they were  
 ashamed to show their shabbiness in daylight.  
 61 It took them to their door in the Rue des  
 Martyrs, and they went sadly upstairs to their  
 apartment. For her, it was all over. And he was  
 thinking that he had to be at the Ministry by ten.  
 62 She took off her wraps before the mirror so that  
 she could see herself in all her glory once more.  
 Then she cried out. The necklace was gone; there  
 was nothing around her neck.  
 63 Her husband, already half undressed, asked:  
 64 "What's the matter?"  
 65 She turned toward him in a frenzy:  
 66 "The . . . the . . . necklace—it's gone."  
 67 He got up, thunderstruck.  
 68 "What did you say? . . . What! . . . Impossible!"  
 69 And they searched the folds of her dress, the folds of her wrap, the  
 pockets, everywhere.  
 70 They didn't find it.  
 71 He asked:  
 72 "Are you sure you still had it when we left the ball?"  
 73 "Yes. I remember touching it in the hallway of the Ministry."  
 74 "But if you had lost it in the street, we would have heard it fall. It  
 must be in the cab."  
 75 "Yes, most likely. Do you remember the number?"  
 76 "No. What about you—did you notice it?"  
 77 "No."  
 78 They looked at each other in utter dejection. Finally Loisel got  
 dressed again.  
 79 "I'm going to retrace the whole distance we covered on foot," he  
 said, "and see if I can't find it."  
 80 And he left the house. She remained in her evening dress, too weak  
 to go to bed, sitting crushed on a chair, lifeless and blank.  
 81 Her husband returned at about seven o'clock. He had found  
 nothing.  
 82 He went to the police station, to the newspapers to offer a reward,  
 to the offices of the cab companies—in a word, wherever there  
 seemed to be the slightest hope of tracing it.

7. **Seine** (sayn) river flowing through Paris.

8. **broughams** (broomz) *n.* horse-drawn carriages.

## NOTES

Then she cried out.  
 The necklace was gone;  
 there was nothing  
 around her neck.

## CLOSE READ

**ANNOTATE:** In paragraphs 66–68, mark the punctuation that suggests hesitation or speech that is broken up in some way.

**QUESTION:** Why does the author use these punctuation marks? What emotions do they convey?

**CONCLUDE:** How does the punctuation add to the effect of the dialogue?

- 83 She spent the whole day waiting, in a state of utter hopelessness  
before such an appalling catastrophe.
- 84 Loisel returned in the evening, his face lined and pale; he had  
learned nothing.
- 85 "You must write to your friend," he said, "and tell her that you've  
broken the clasp of the necklace and that you're getting it mended.  
That'll give us time to decide what to do."
- 86 She wrote the letter at his dictation.
- 87 By the end of the week, they had lost all hope.
- 88 Loisel, who had aged five years, declared:
- 89 "We'll have to replace the necklace."
- 90 The next day they took the case in which it had been kept and  
went to the jeweler whose name appeared inside it. He looked  
through his ledgers:
- 91 "I didn't sell this necklace, madame. I only supplied the case."
- 92 Then they went from one jeweler to the next, trying to find a  
necklace like the other, racking their memories, both of them sick  
with worry and distress.
- 93 In a fashionable shop near the Palais Royal, they found a diamond  
necklace which they decided was exactly like the other. It was worth  
40,000 francs. They could have it for 36,000 francs.
- 94 They asked the jeweler to hold it for them for three days, and they  
stipulated that he should take it back for 34,000 francs if the other  
necklace was found before the end of February.
- 95 Loisel possessed 18,000 francs left him by his father. He would  
borrow the rest.
- 96 He borrowed, asking a thousand francs from one man, five  
hundred from another, a hundred here, fifty there. He signed  
promissory notes,<sup>9</sup> borrowed at exorbitant rates, dealt with usurers  
and the entire race of moneylenders. He compromised his whole  
career, gave his signature even when he wasn't sure he would be  
able to honor it, and horrified by the anxieties with which his future  
would be filled, by the black misery about to descend upon him, by  
the prospect of physical privation and moral suffering, went to get  
the new necklace, placing on the jeweler's counter 36,000 francs.
- 97 When Madame Loisel went to return the necklace, Madame  
Forestier said in a faintly waspish tone:
- 98 "You could have brought it back a little sooner! I might have  
needed it."
- 99 She didn't open the case as her friend had feared she might. If she  
had noticed the substitution, what would she have thought? What  
would she have said? Mightn't she have taken Madame Loisel for  
a thief?

9. **promissory** (PROM uh sawr ee) **notes** written promises to pay back borrowed money.

- 100 Madame Loisel came to know the awful life of the poverty-stricken. However, she resigned herself to it with unexpected fortitude. The crushing debt had to be paid. She would pay it. They dismissed the maid; they moved into an attic under the roof.
- 101 She came to know all the heavy household chores, the loathsome work of the kitchen. She washed the dishes, wearing down her pink nails on greasy casseroles and the bottoms of saucepans. She did the laundry, washing shirts and dishcloths which she hung on a line to dry; she took the garbage down to the street every morning, and carried water upstairs, stopping at every floor to get her breath. Dressed like a working-class woman, she went to the fruit store, the grocer, and the butcher with her basket on her arm, bargaining, outraged, contesting each sou<sup>10</sup> of her pitiful funds.
- 102 Every month some notes had to be honored and more time requested on others.
- 103 Her husband worked in the evenings, putting a shopkeeper's ledgers in order, and often at night as well, doing copying at twenty-five centimes a page.
- 104 And it went on like that for ten years.
- 105 After ten years, they had made good on everything, including the usurious rates and the compound interest.
- 106 Madame Loisel looked old now. She had become the sort of strong woman, hard and coarse, that one finds in poor families. Disheveled, her skirts askew, with reddened hands, she spoke in a loud voice, slopping water over the floors as she washed them. But sometimes, when her husband was at the office, she would sit down by the window and muse over that party long ago when she had been so beautiful, the belle of the ball.
- 107 How would things have turned out if she hadn't lost that necklace? Who could tell? How strange and fickle life is! How little it takes to make or break you!
- 108 Then one Sunday when she was strolling along the Champs-Élysées<sup>11</sup> to forget the week's chores for a while, she suddenly caught sight of a woman taking a child for a walk. It was Madame Forestier, still young, still beautiful, still charming.
- 109 Madame Loisel started to tremble. Should she speak to her? Yes, certainly she should. And now that she had paid everything back, why shouldn't she tell her the whole story?
- 110 She went up to her.
- 111 "Hello, Jeanne."
- 112 The other didn't recognize her and was surprised that this plainly dressed woman should speak to her so familiarly. She murmured:
- 113 "But . . . madame! . . . I'm sure . . . You must be mistaken."

10. **sou** (soo) *n.* former French coin, worth very little; the centime (SAHN teem), mentioned later, was also of little value.

11. **Champs-Élysées** (SHAHN zay lee ZAY) fashionable street in Paris.

## NOTES

### CLOSE READ

**ANNOTATE:** Mark the shortest sentence in paragraph 100.

**QUESTION:** How is this sentence different from the others in the paragraph?

**CONCLUDE:** What effect does this short sentence create that a longer sentence might not?

### CLOSE READ

**ANNOTATE:** Underline the repeated word in paragraph 108.

**QUESTION:** Why does the author repeat this word?

**CONCLUDE:** What is the effect of this repetition?

- 114 "No, I'm not. I am Mathilde Loisel."  
115 Her friend gave a little cry.  
116 "Oh! Oh, my poor Mathilde, how you've changed!"  
117 "Yes, I've been through some pretty hard times since I last saw you  
and I've had plenty of trouble—and all because of you!"  
118 "Because of me? What do you mean?"  
119 "You remember the diamond necklace you lent me to wear to the  
party at the Ministry?"  
120 "Yes. What about it?"  
121 "Well, I lost it."  
122 "What are you talking about? You returned it to me."  
123 "What I gave back to you was another one just like it. And it took  
us ten years to pay for it. You can imagine it wasn't easy for us, since  
we were quite poor. . . . Anyway, I'm glad it's over and done with."  
124 Madame Forestier stopped short.  
125 "You say you bought a diamond necklace to replace that  
other one?"  
126 "Yes. You didn't even notice then? They really were exactly alike."  
127 And she smiled, full of a proud, simple joy.  
128 Madame Forestier, profoundly moved, took Mathilde's hands in  
her own.  
129 "Oh, my poor, poor Mathilde! Mine was false. It was worth five  
hundred francs at the most!" ❖

## Lesson 5

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	The Necklace Note-Catcher, First-Read Guide: Fiction Pencil, Device-optional /For Video- click QR Code on Cover WATCH VIDEO ELA_G10_W2_L5
<b>Read</b>	Background Information: “The Necklace” is an example of realist fiction because it aims to describe life as it is, and is without a fairytale ending. It is the story of a middle-class woman who longs to be wealthy and her intrinsic motivation to be a part of the upper class.  Independently or with family member, caregiver, or friend, read “The Necklace. As in the past, perform the steps of the First-Read independently (Notice, Annotate, Connect, Respond) using the First-Read Guide: Fiction
<b>Think</b>	We have all heard the expression “Things are not always what they appear to be.”  <b>Respond to the following question on your Note-catcher:</b> How might a person’s outward appearance fail to tell us everything we need to know about a person or situation?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Have you ever envied someone else for his or her status or possessions? How does this question relate to the story?
<b>Write</b>	Task: <b>Write a summary of “The Necklace” in the space provided on your Note-catcher.</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 5

### Day 1

**Jump Start:** We have all heard the expression “Things are not always what they appear to be.” How might a person’s outward appearance fail to tell us everything we need to know about a person or situation?

**Summary:** Write a summary of “The Necklace.” A **summary** is a concise complete, and accurate overview of a text. It should not include a statement of your opinion.

Name:	Date:
-------	-------

## First-Read Guide **FICTION**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

**NOTICE** *who* the story is about, *what* happens, *where* and *when* it happens, and *why* those involved react as they do.

**ANNOTATE** by marking vocabulary and key passages you want to revisit.

**CONNECT** ideas within the selection to what you already know and what you have already read.

**RESPOND** by completing the Comprehension Check and by writing a brief summary of the selection.

**First Read**

## Lesson 6

<b>Target</b>	I can complete Close-Read annotations to help analyze an author's choices on structuring a text by analyzing irony and its impact on the story.
<b>Text, Materials, Video Name</b>	The Necklace Note-catcher Pencil, Device-optional / For Video- click QR Code on Cover WATCH VIDEO ELA_G10_W2_L6
<b>Read</b>	Independently or with a family member, caregiver, or friend, reread paragraphs 119-129 of "The Necklace." We will use these paragraphs to help us understand irony. As in the past, perform the steps of the Close-Read independently (Annotate, Question, Conclude).
<b>Think</b>	<b>Irony</b> refers to some type of contradiction between appearance and reality, between expectation and outcome, or between meaning and intention. <b>Situational irony</b> refers to something that happens that contradicts the expectations of the characters, reader, or audience. First let's think about the events early in the story. <b>On your Note-catcher define irony in your own words.</b>  Question: What did Mathilde do when she realized she lost the necklace? Why did she act the way she did?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following Question: After reviewing your annotation details, discuss why this section of the text is so surprising.
<b>Write</b>	Task: In the space provided <b>on your Note-catcher</b> , select one detail from paragraphs 119-129 of the text and respond to the following questions:  Why did the author include this detail in the text?  In what way does this detail contain irony/situational irony?
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 6

### Day 2

**Define Irony in your own words:**

**Select one detail from paragraphs 119-129 of the text:**

Respond to the following questions:

Why did the author include this detail in the text?

In what way does this detail contain irony/situational irony?

## Lesson 7

<b>Target</b>	I can identify key character traits and can explain their impact on the events within a story.
<b>Text, Materials, Video Name</b>	The Necklace Note-catcher Pencil, Device-optional / For Video- click QR Code on Cover WATCH VIDEO ELA_G10_W2_L7
<b>Read</b>	Independently or with a family member, caregiver, or friend, review your annotations of the text.
<b>Think</b>	Thinking back on the story, how do visits to her rich friend affect Mathilde? Why does Mathilde react the way she does?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Which contributes more to Mathilde's misery---her circumstances or her desires? <b>Capture your thoughts on your Note-catcher before engaging in discussion.</b>
<b>Write</b>	Task: As a reader, it is important to connect the unit's texts to the Essential Question: <i>What do our possessions reveal about us?</i>  <b>In the space provided on your Note-catcher, respond to the following prompt: What have you learned about materialism from reading this story?</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 7

### Day 3

**Talk:** Which contributes more to Mathilde's misery--her circumstances or her desires?

**Write:** What have you learned about materialism\* from reading this story? Remember, materialism is when a person is overly concerned with or stresses about goods and possessions rather than intellectual or spiritual things.

## Lesson 8

<b>Target</b>	I can understand how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
<b>Text, Materials, Video Name</b>	The Necklace Note-catcher Pencil, Device-optional / For Video- click QR Code on Cover WATCH VIDEO ELA_G10_W2_L8
<b>Read</b>	With a family member, caregiver, or friend, reread the last few pages of the story along with the previous days' Note-catchers.
<b>Think</b>	<b>In the space provided on your Note-catcher, respond to the following prompt:</b> What actions would you take and how would you feel if you lost a valuable possession that belonged to someone else. Consider what the consequences of your response to the loss might be and how it might affect your life?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: How might Mathilde's life have been different if she had told Madame Forestier the truth about the necklace right after the ball?
<b>Write</b>	Task: <b>In the space provided on your Note-catcher respond to the following question:</b>  Is the surprise ending in "The Necklace" believable? Why or why not? In your answer make sure to include references to the text when appropriate.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 8

### Day 4

**Think:** What actions would you take and how would you feel if you lost a valuable possession that belonged to someone else. Consider what the consequences of your response to the lose might be and how it might affect your life?

**Write:** Is the surprise ending in “The Necklace” believable? Why or why not? In your answer make sure to include references to the text when appropriate.

## Lesson 9

<b>Target</b>	I can accurately use a semicolon to join two closely related independent clauses.
<b>Text, Materials, Video Name</b>	The Necklace Note-catcher Pencil, Device-optional / For Video- click QR Code on Cover WATCH VIDEO ELA_G10_W2_L9
<b>Read</b>	<p>Writers such as Guy Maupassant, use punctuation marks, including semicolons, to clarify relationships between ideas. A semi-colon ( ; ) is used to join two closely related independent clauses that are not already joined. Remember that independent clauses are sentences that can stand on their own.</p> <p>Independently or with a family member, caregiver, or friend, <b>read the sentence examples provided on your Note-catcher.</b></p>
<b>Think</b>	After reading the sentence examples, think about where a semicolon should be inserted in each of the sentences based on your understanding of the story. Circle, where you would add semicolons.
<b>Talk</b>	With your family member, caregiver, or friend <b>reread paragraph 100 of “The Necklace,” which is located on your Note-catcher.</b> Identify the semicolon and the two independent clauses it separates. Discuss why the author chose to use a semicolon in this instance.
<b>Write</b>	<p>Task: <b>In the space provided on your Note-catcher,</b> write three sentences of your own to describe Madame Loisel--her character, her dreams, and her experiences in the story. Use a semicolon in each sentence.</p> <p><b>Or</b></p> <p>Task: <b>In the space provided on your Note-catcher,</b> write a short paragraph using at least one semicolon and explain why the use of the semicolon is appropriate.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 9

### Day 5

**Read:** Think about where a semicolon should be inserted in each sentence based on your understanding of the story.

Mark where a semicolon should be inserted in each of the following sentences based on "The Necklace."

- a. Everyone wants an invitation to the party they are in great demand.
- b. There are no cabs to be found outside in the street consequently, the Loisels set out to look for one.
- c. There is nothing around Madame Loisel's neck the necklace is gone.
- d. The necklace turns out to have been much less valuable than Madame Loisel thought in fact, it was merely a piece of cheap costume jewelry.

100 Madame Loisel came to know the awful life of the poverty-stricken. However, she resigned herself to it with unexpected fortitude. The crushing debt had to be paid. She would pay it. They dismissed the maid; they moved into an attic under the roof.

**Think:** Identify the semicolon and the two independent clauses it separates. Why the author chose to use a semicolon in this instance.

**Write:** Task: **In the space provided on your Note-catcher**, write three sentences of your own to describe Madame Loisel---her character, her dreams, and her experiences in the story. Use a semicolon in each sentence.

Or

Task: **In the space provided on your Note-catcher**, write a short paragraph using at least one semicolon and explain why the use of the semicolon is appropriate



# Grade 10 ELA/Reading

Daily 9-12 Videos



WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

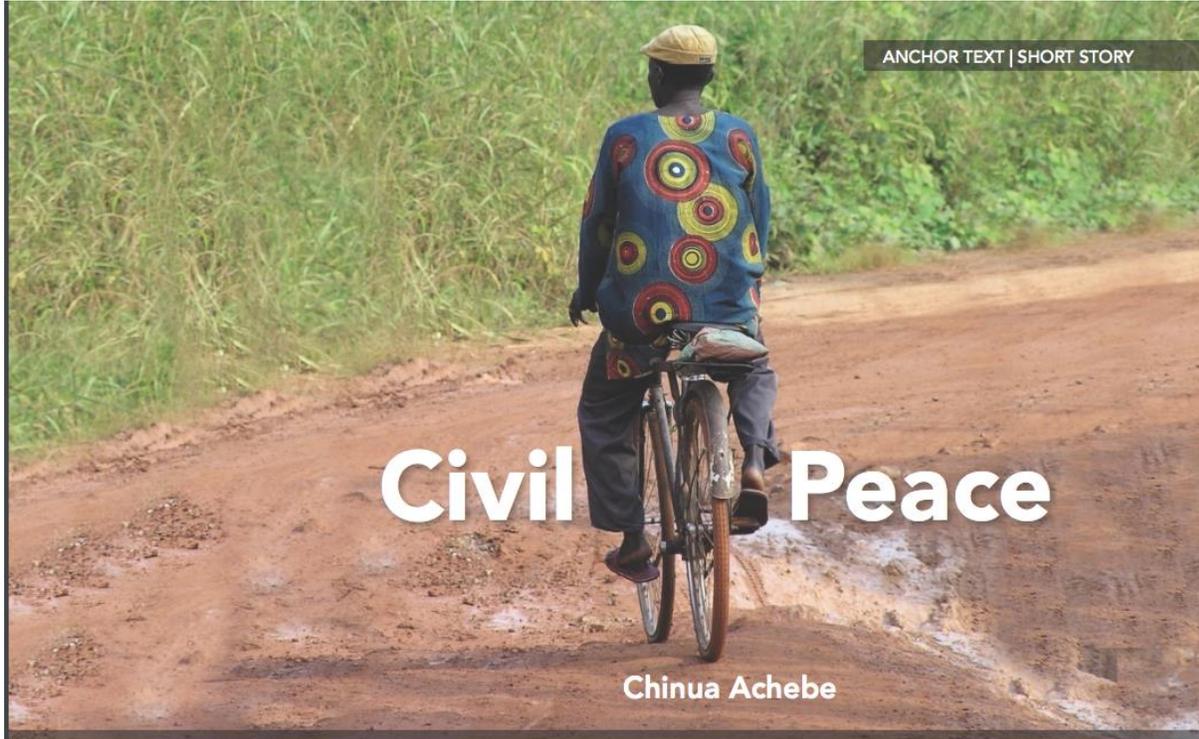
## Week of 4/27/20 to 5/01/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. In this week’s text, “Civil peace,” you will learn about the aftermath of a civil war and how the things that matter the most become clear for the main character. As you complete the reading, you will be asked to think about and respond to the texts in connection to the unit’s Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	“Civil Peace” text Note-Catcher, First-Read Guide: Fiction Pencil, Device-optional

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G10_W3_L10	“Civil Peace”	Complete First-Read, write a Summary
<b>Day 2</b>	ELA_G10_W3_L11	“Civil Peace”	Close-Read the text, connect to author’s experience
<b>Day 3</b>	ELA_G10_W3_L12	“Civil Peace”	Analyze author’s attitude and choice of title
<b>Day 4</b>	ELA_G10_W3_L13	“Civil Peace”	Recognize dialect in writing
<b>Day 5</b>	ELA_G10_W3_L14	“Civil Peace”	Write a character analysis

# Weekly Text



## BACKGROUND

In 1967, Nigeria entered a civil war when the country's southeastern territories declared independence, calling themselves the Republic of Biafra. The Biafrans, most of whom belonged to the Igbo ethnic group, said they broke away from Nigeria because another ethnic group, called the Hausa, had massacred Igbo in the north. After nearly three years of war, the Biafrans surrendered. More than one million people had died in battle or from starvation. "Civil Peace" unfolds in the aftermath of this war.

SCAN FOR  
MULTIMEDIA 

- 1 Jonathan Iwegbu counted himself extraordinarily lucky. "Happy survival!" meant so much more to him than just a current fashion of greeting old friends in the first hazy days of peace. It went deep to his heart. He had come out of the war with five **inestimable blessings**—his head, his wife Maria's head, and the heads of three out of their four children. As a bonus he also had his old bicycle—a miracle too but naturally not to be compared to the safety of five human heads.
- 2 The bicycle had a little history of its own. One day at the height of the war it was commandeered "for urgent military action." Hard as its loss would have been to him he would still have let it go without a thought had he not had some doubts about the genuineness of the officer. It wasn't his disreputable rags, nor the toes peeping out of one blue and one brown canvas shoe, nor yet the two stars of

## NOTES

**inestimable** (ihn EHS tuh muh buhl) *adj.* too great to count or measure

**blessings** (BLEHS ihngz) *n.* things that benefit or bring happiness

## NOTES

**amenable** (uh MEHN uh buhl)  
*adj.* agreeable

**influence** (IHN floo uhns)  
*n.* dishonest persuasion;  
bribery

**surrender** (suh REHN duhr) *n.*  
act of giving up

### CLOSE READ

**ANNOTATE:** In paragraph 4, mark words and phrases related to luck or wonder.

**QUESTION:** Why do references to luck and wonder appear so frequently?

**CONCLUDE:** What effect do these repeated references have, particularly on how readers see Jonathan?

his rank done obviously in a hurry in biro,<sup>1</sup> that troubled Jonathan; many good and heroic soldiers looked the same or worse. It was rather a certain lack of grip and firmness in his manner. So Jonathan, suspecting he might be **amenable** to **influence**, rummaged in his raffia bag and produced the two pounds with which he had been going to buy firewood which his wife, Maria, retailed to camp officials for extra stock-fish and corn meal, and got his bicycle back. That night he buried it in the little clearing in the bush where the dead of the camp, including his own youngest son, were buried. When he dug it up again a year later after the **surrender** all it needed was a little palm-oil greasing. “Nothing puzzles God,” he said in wonder.

3 He put it to immediate use as a taxi and accumulated a small pile of Biafran<sup>2</sup> money ferrying camp officials and their families across the four-mile stretch to the nearest tarred road. His standard charge per trip was six pounds and those who had the money were only glad to be rid of some of it in this way. At the end of a fortnight<sup>3</sup> he had made a small fortune of one hundred and fifteen pounds.

4 Then he made the journey to Enugu and found another miracle waiting for him. It was unbelievable. He rubbed his eyes and looked again and it was still standing there before him. But, needless to say, even that monumental blessing must be accounted also totally inferior to the five heads in the family. This newest miracle was his little house in Ogui Oversight. Indeed nothing puzzles God! Only two houses away a huge concrete edifice some wealthy contractor had put up just before the war was a mountain of rubble. And here was Jonathan’s little zinc house of no regrets built with mud blocks quite intact! Of course the doors and windows were missing and five sheets off the roof. But what was that? And anyhow he had returned to Enugu early enough to pick up bits of old zinc and wood and soggy sheets of cardboard lying around the neighborhood before thousands more came out of their forest holes looking for the same things. He got a destitute carpenter with one old hammer, a blunt plane and a few bent and rusty nails in his tool bag to turn this assortment of wood, paper, and metal into door and window shutters for five Nigerian shillings or fifty Biafran pounds. He paid the pounds, and moved in with his overjoyed family carrying five heads on their shoulders.

5 His children picked mangoes near the military cemetery and sold them to soldiers’ wives for a few pennies—real pennies this time—and his wife started making breakfast akara balls<sup>4</sup> for neighbors in a hurry to start life again. With his family earnings he took his bicycle

1. **biro** (BY roh) informal British English for “ballpoint pen.”

2. **Biafran** (bee AF ruh) of the rebellious southeastern region of Nigeria, which declared itself the independent Republic of Biafra in the civil war of 1967.

3. **fortnight** two weeks.

4. **akara** (uh KAHR uh) **balls** deep-fried balls of ground beans.

to the villages around and bought fresh palm-wine which he mixed generously in his rooms with the water which had recently started running again in the public tap down the road, and opened up a bar for soldiers and other lucky people with good money.

- 6 At first he went daily, then every other day and finally once a week, to the offices of the Coal Corporation where he used to be a miner, to find out what was what. The only thing he did find out in the end was that that little house of his was even a greater blessing than he had thought. Some of his fellow ex-miners who had nowhere to return at the end of the day's waiting just slept outside the doors of the offices and cooked what meal they could scrounge together in Bournvita tins. As the weeks lengthened and still nobody could say what was what Jonathan discontinued his weekly visits altogether and faced his palm-wine bar.
- 7 But nothing puzzles God. Came the day of the **windfall** when after five days of endless scuffles in queues<sup>5</sup> and counter-queues in the sun outside the Treasury he had twenty pounds counted into his palms as *ex-gratia*<sup>6</sup> award for the rebel money he had turned in. It was like Christmas for him and for many others like him when the payments began. They called it (since few could manage its proper official name) *egg-rasher*.
- 8 As soon as the pound notes were placed in his palm Jonathan simply closed it tight over them and buried fist and money inside his trouser pocket. He had to be extra careful because he had seen a man a couple of days earlier collapse into near-madness in an instant before that oceanic crowd because no sooner had he got his twenty pounds than some heartless ruffian picked it off him. Though it was not right that a man in such an extremity of agony should be blamed yet many in the queues that day were able to remark quietly at the victim's carelessness, especially after he pulled out the innards of his pocket and revealed a hole in it big enough to pass a thief's head. But of course he had insisted that the money had been in the other pocket, pulling it out too to show its comparative wholeness. So one had to be careful.
- 9 Jonathan soon transferred the money to his left hand and pocket so as to leave his right free for shaking hands should the need arise, though by fixing his gaze at such an elevation as to miss all approaching human faces he made sure that the need did not arise, until he got home.
- 10 He was normally a heavy sleeper but that night he heard all the neighborhood noises die down one after another. Even the night watchman who knocked the hour on some metal somewhere in the distance had fallen silent after knocking one o'clock. That must have been the last thought in Jonathan's mind before he was finally carried

5. **queues** (kyooz) *n.* British English for "lines."

6. **ex-gratia** (ehks GRAY shee uh) as a favor (Latin).

## NOTES

**windfall** (WIHND fawl) *n.*  
unexpected good fortune

away himself. He couldn't have been gone for long, though, when he was violently awakened again.

11 "Who is knocking?" whispered his wife lying beside him on the floor.

12 "I don't know," he whispered back breathlessly.

13 The second time the knocking came it was so loud and imperious that the rickety old door could have fallen down.

14 "Who is knocking?" he asked them, his voice parched and trembling.

15 "Na tief-man and him people," came the cool reply. "Make you hopen de door."<sup>7</sup> This was followed by the heaviest knocking of all.

16 Maria was the first to raise the alarm, then he followed and all their children.

17 "Police-o! Thieves-o! Neighbors-o! Police-o! We are lost! We are dead! Neighbors, are you asleep? Wake up! Police-o!"

18 This went on for a long time and then stopped suddenly. Perhaps they had scared the thief away. There was total silence. But only for a short while.

19 "You done finish?" asked the voice outside. "Make we help you small. Oya, everybody!"

20 "Police-o! Tief-man-so! Neighbors-o! We done loss-o! Police-o! . . ."

21 There were at least five other voices besides the leader's.

22 Jonathan and his family were now completely paralyzed by terror. Maria and the children sobbed inaudibly like lost souls. Jonathan groaned continuously.

23 The silence that followed the thieves' alarm vibrated horribly. Jonathan all but begged their leader to speak again and be done with it.

24 "My frien," said he at long last, "we don try our best for call dem but I tink say dem all done sleep-o . . . So wetin we go do now? Sometaim you wan call soja? Or you wan make we call dem for you? Soja better pass police. No be so?"

25 "Na so!" replied his men. Jonathan thought he heard even more voices now than before and groaned heavily. His legs were sagging under him and his throat felt like sandpaper.

26 "My frien, why you no de talk again. I de ask you say you wan make we call soja?"

27 "No."

28 "Awrighto. Now make we talk business. We no be bad tief. We no like for make trouble. Trouble done finish. War done finish and all the katakata wey de for inside. No Civil War again. This time na Civil Peace. No be so?"

29 "'Na so!" answered the horrible chorus.

### CLOSE READ

**ANNOTATE:** In paragraphs 24–27, mark words and phrases that suggest a casual friendliness in the way the thief speaks to Jonathan.

**QUESTION:** Why does the thief address Jonathan with seeming friendliness and familiarity?

**CONCLUDE:** What is the effect of this seemingly friendly tone?

7. "Na tief-man . . . hopen de door" (dialect) "I am a thief with my accomplices. Open the door."

- 30 "What do you want from me? I am a poor man. Everything I had went with this war. Why do you come to me? You know people who have money. We . . ."
- 31 "Awright! We know say you no get plenty money. But we sef no get even anini. So derefore make you open dis window and give us one hundred pound and we go commot. Orderwise we de come for inside now to show you guitar-boy like dis . . ."
- 32 A volley of automatic fire rang through the sky. Maria and the children began to weep aloud again.
- 33 "Ah, missisi de cry again. No need for dat. We done talk say we na good tief. We just take our small money and go nwayorly. No molest. Abi we de molest?"
- 34 "At all!" sang the chorus.
- 35 "My friends," began Jonathan hoarsely. "I hear what you say and I thank you. If I had one hundred pounds . . ."
- 36 "Lookia my frien, no be play we come play for your house. If we make mistake and step for inside you no go like am-o. So derefore . . ."

NOTES



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## NOTES

### CLOSE READ

**ANNOTATE:** A **simile** is a figure of speech that uses an explicit comparison word such as *like* or *as* to make a comparison between two dissimilar things. In paragraph 40, mark the simile.

**QUESTION:** Why does the author use this simile after the threats of violence that came earlier in the story?

**CONCLUDE:** What is the effect of this simile?

- 37 “To God who made me; if you come inside and find one hundred pounds, take it and shoot me and shoot my wife and children. I swear to God. The only money I have in this life is this twenty-pounds *egg-rasher* they gave me today . . .”
- 38 “Ok. Time de go. Make you open dis window and bring the twenty pound. We go manage am like dat.”
- 39 There were now loud murmurs of dissent among the chorus:  
“Na lie de man de lie; e get plenty money . . . Make we go inside and search properly well . . . Wetin be twenty pound? . . .”
- 40 “Shurru!” rang the leader’s voice like a lone shot in the sky and silenced the murmuring at once. “Are you dere? Bring the money quick!”
- 41 “I am coming,” said Jonathan fumbling in the darkness with the key of the small wooden box he kept by his side on the mat.
- 42 At the first sign of light as neighbors and others assembled to commiserate with him he was already strapping his five-gallon demijohn<sup>8</sup> to his bicycle carrier and his wife, sweating in the open fire, was turning over akara balls in a wide clay bowl of boiling oil. In the corner his eldest son was rinsing out dregs of yesterday’s palm-wine from old beer bottles.
- 43 “I count it as nothing,” he told his sympathizers, his eyes on the rope he was tying. “What is *egg-rasher*? Did I depend on it last week? Or is it greater than other things that went with the war? I say, let *egg-rasher* perish in the flames! Let it go where everything else has gone. Nothing puzzles God.”

8. **demijohn** (DEHM ee jon) *n.* large glass or earthenware bottle with a wicker cover.

## Lesson 10

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	Civil Peace Note-catcher, First-Read Guide: Fiction Pencil, Device-optional /Scan the QR Code on the Cover for Videos WATCH VIDEO ELA_G10_W3_L10
<b>Read</b>	Background Information: The main character of the story, Johnathan expresses an optimistic view on life, driven by his belief that “Nothing puzzles God”---that whatever happens has some reason.  Independently or with family member, caregiver, or friend, First-Read “Civil Peace.” As in the past, perform the steps of the First-Read independently (Notice, Annotate, Connect, Respond) using the First-Read Guide: Fiction
<b>Think</b>	<b>Respond to the following question on your Note-catcher:</b> How can our circumstances influence material priorities, and what really matters in life?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: What things are most important in life? Would you be willing to sacrifice material possessions if you really needed to?
<b>Write</b>	Task: <b>Write a summary of “Civil Peace” in the space provided on your Note-catcher.</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 10

## Day 1

**Jump Start:** What things are most important in life? Would you be willing to sacrifice material possessions if you really needed to?

**Summary:** Write a summary of "Civil Peace" A **summary** is a concise complete, and accurate overview of a text. It should not include a statement of your opinion.

Name:	Date:
-------	-------

## First-Read Guide **FICTION**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

**NOTICE** *who* the story is about, *what* happens, *where* and *when* it happens, and *why* those involved react as they do.

**ANNOTATE** by marking vocabulary and key passages you want to revisit.

**CONNECT** ideas within the selection to what you already know and what you have already read.

**RESPOND** by completing the Comprehension Check and by writing a brief summary of the selection.

**First Read**

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# Lesson 11

<b>Target</b>	I can complete Close-Read annotations to analyze how complex characters develop over the course of a text.
<b>Text, Materials, Video Name</b>	Civil Peace Note-catcher, Close-Read Guide: Fiction Pencil, Device-optional WATCH VIDEO ELA_G10_W3_L11
<b>Read</b>	Independently or with a family member, caregiver, or friend, reread paragraph 4 of “Civil Peace” We will use this paragraph to help us understand the author’s use of specific words and phrases. As in the past, perform the steps of the Close-Read independently (Annotate, Question, Conclude). As you annotate this paragraph, mark words and phrases related to luck or wonder.
<b>Think</b>	After understanding the background of the story, why do references to luck and wonder appear so frequently?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Even in the aftermath of war, why do you believe Johnathan finds it important to remain positive? How might his attitude affect those around him?
<b>Write</b>	Johnathan expresses an optimistic view on life, driven by his belief that “Nothing puzzles God”---that whatever happens has some reason. Given the fact that the author, Chinua Achebe, was born into the Nigerian Igbo tribe and publicly supported the independence of the Biafra region think about how this personal experience influenced this fictional story.  <b>In the space provided in your Note-catcher, respond to the following questions:</b> How might the author’s personal experience and views be reflected in a “Civil Peace.” Do you believe Johnathan represents the author’s stance in the story? Explain.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 11

### Day 2

Write: How might the author's personal experience and views be reflected in a "Civil Peace?"

What do you think Johnathan's life was like after the story?

## Lesson 12

<b>Target</b>	I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Text, Materials, Video Name</b>	Civil Peace Note-catcher, Close-Read Guide: Fiction Pencil, Device-optional WATCH VIDEO ELA_G_10_W3_L12
<b>Read</b>	Independently, or with a family member, caregiver, or friend, review your summary of the story and Close-Read annotations. As a final step, reread paragraph 1 of the text.
<b>Think</b>	<p>Think about the “five inestimable blessings” for which Johnathan is grateful: “his head, his wife, Maria’s head, and the heads of three out of their four children.”</p> <p>Think about the following question: What does Johnathan’s attitude toward these blessings show you about the nature of the Nigerian Civil War? <b>Capture your thoughts in the space provided on your Note-catcher.</b></p>
<b>Talk</b>	With your family member, caregiver, or friend, compare and contrast characters’ reactions. In your discussion talk about the following question: How is Johnathan’s reaction to the loss of the <i>egg-rasher</i> different from that of the man robbed at the Treasury?
<b>Write</b>	<b>Task: In the space provided on your Note-catcher, respond to the following question:</b> Why do you think the author chooses the term “Civil Peace” as the story’s title? Explain your reasoning, using details from the story.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 12

### Day 3

**Think:** What does Johnathan's attitude toward these blessings show you about the nature of the Nigerian Civil War?

**Write:** Why do you think the author chooses the term "Civil Peace" as the story's title? Explain your reasoning, using details from the story.

## Lesson 13

<b>Target</b>	I can identify the use and importance of dialect within a text.
<b>Text, Materials, Video Name</b>	Civil Peace Note-catcher, Close-Read Guide: Fiction Pencil, Device-optional WATCH VIDEO ELA_G10_W3_L13
<b>Read</b>	<p>Sometimes writers give characters a voice with dialect. Dialect is a form of language spoken by people in a particular region or group. It may involve changes to the pronunciation, vocabulary and sentence structure of the standard form of the language.</p> <p>Independently, or with a family member, caregiver, or friend, read the examples of dialect that appear in the two passages from “Civil Peace” shown on the chart in your Note-Catcher.</p>
<b>Think</b>	Question: Think about the use of dialect in “Civil Peace.” How does the author’s choice to have characters speak in dialect add a sense of authenticity to the story?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: What are some examples of language common to social media and texting that you commonly use?
<b>Write</b>	Task: Write a brief paragraph in which you describe your morning routine. Use standard English. Then, write another paragraph on the same topic. Use nonstandard language variations with which you are familiar.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 13

## Day 4

**Think:** Mark examples of dialect that appear in the two passages from “Civil Peace” that are show in the chart. Then revise at least one of the passages using Standard English.

PASSAGE	REVISION IN STANDARD ENGLISH
<p>Jonathan: “What is egg-rasher? Did I depend on it last week? Or is it greater than other things that went with the war? I say, let egg-rasher perish in the flames! Let it go where everything else has gone. Nothing puzzles God.” (paragraph 43)</p>	
<p>Thief Leader: “Awrighto. Now make we talk business. We no be bad tief. We no like for make trouble. Trouble done finish. War done finish and all the katakata wey de for inside. No Civil War again. This time na Civil Peace. No be so?” (paragraph 28)</p>	

**Write:** Write a brief paragraph in which you describe your morning routine. Use standard English. Then, write another paragraph on the same topic. Use nonstandard language variations with which you are familiar.

# Lesson 14

<b>Target</b>	I can write a short character analysis
<b>Text, Materials, Video Name</b>	Civil Peace Note-catcher, Close-Read Guide: Fiction Pencil, Device-optional WATCH VIDEO ELA_G10_W3_:14
<b>Read</b>	Independently, or with a family member, caregiver, or friend, read the Writing to Sources Assignment on your Note-catcher.
<b>Think</b>	Before you begin writing think about what makes Johnathan do the things he does. What is he afraid of? What has he lost.
<b>Talk</b>	With your family member, caregiver, or friend, talk about what you think Johnathan's future might have looked like with these traits.
<b>Write</b>	Task: <b>On the space provided on your Note-catcher write a brief character analysis.</b> Identify Johnathan's main character traits, including his strengths and weaknesses. Then explain how these traits help Johnathan overcome obstacles.
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone.</li><li>• After you complete your assignment remember to read a book for 20 minutes.</li></ul>

## Note-Catcher/Handout/Student Activity Lesson 14

### Day 5

**Write:** The fate of the main character in “Civil Peace” is determined in large part by his personality. Write a brief character analysis in od Johnathan in the space provided. In your analysis, identify Johnathan’s main character traits, including his strengths and weaknesses. Then explain how these traits help Johnathan overcome obstacles.

Suggested Steps Before Writing:

- Review the story to analyze Johnathan in detail.
- Identify specific examples in the story that demonstrate Johnathan’s character traits.
- Link supporting details to your main idea using phrases such as *for example*. Include transition words such as *instead* to connect ideas.
- End with a conclusion that completes the ideas you developed.



# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

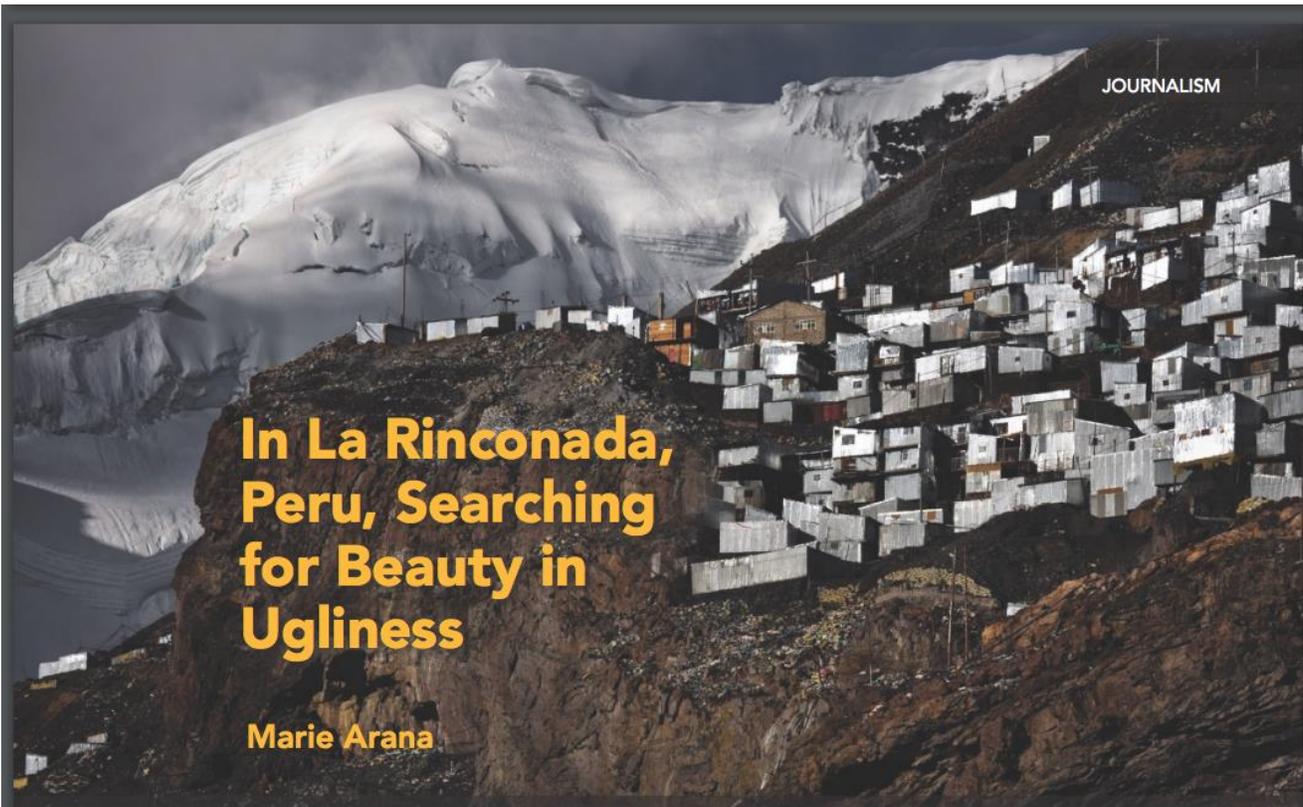
Week of 5/4/20 to 5/8/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their "stuff." Their choices provide insights into their circumstances and their values.. In this week's text, "In La Rinconada, Peru, Searching for Beauty in Ugliness," we learn about what is gained and what is lost in the quest for gold. As you complete the reading, you will be asked to think about and respond to the texts in connection to the unit's Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	"In La Rinconada, Peru, Searching for Beauty in Ugliness" text Note-Catcher Pencil, Device-optional

	Watch	Read	Do
<b>Day 1</b>	ELA_G10_W4_L15	"In La Rinconada, Peru, Searching for Beauty in Ugliness"	Complete First-Read, Write a Summary
<b>Day 2</b>	ELA_G10_W4_L16	"In La Rinconada, Peru, Searching for Beauty in Ugliness"	Complete Close-Read, Describe Author's tone in writing
<b>Day 3</b>	ELA_G10_W4_L17	"In La Rinconada, Peru, Searching for Beauty in Ugliness"	Respond to prompt using specific evidence from the text
<b>Day 4</b>	ELA_G10_W4_L18	"In La Rinconada, Peru, Searching for Beauty in Ugliness"	Analyze elements of subjectivity/objectivity
<b>Day 5</b>	ELA_G10_W4_L19	"In La Rinconada, Peru, Searching for Beauty in Ugliness"	Explain elements of literary journalism

# Weekly Text



## In La Rinconada, Peru, Searching for Beauty in Ugliness

Marie Arana

### BACKGROUND

Fortune hunters have been searching for treasures in South America for centuries—and for good reason. Below the surface lie precious stones, as well as silver and gold. The mining for gold high in the Peruvian mountains has come at a high price for the environment and the people of these lands. In the barren region of La Rinconada, the mining companies use toxic chemicals as they search for gold.



- G**old. The Aztecs killed for it. The Inca enslaved whole populations for it. Spain sent legions of **marauding** conquistadors up and down the Americas in a hallucinatory hunt, believing that gold was so abundant that chieftains rolled in it, washing away the glittering residue in their daily morning swims.
- Down the centuries, the quest for El Dorado has held the South American continent in thrall, luring generations of fortune hunters to its far reaches, from 1st-century warlords to 21st-century adventurers. The earth beneath them has not disappointed. The geologic exuberance known as the Cordillera of the Andes has yielded a fount of treasure: the emeralds of Boyaca, the silver of Potosi, the gold of Cajamarca.
- Indeed, when Pizarro<sup>1</sup> conquered Cajamarca in 1532, he demanded a roomful of gold from the emperor Atahualpa; when it was

1. **Pizarro** (pih ZAHR oh) Francisco Pizarro, Spanish conquistador who captured Peru from the Incas.

### NOTES

Mark base words or indicate another strategy you used that helped you determine meaning.

**marauding** (muh RAW dihng)  
*adj.*

MEANING:

## NOTES

Mark base words or indicate another strategy you used that helped you determine meaning.

**intemperate** (ihn TEHM puh iht) *adj.*

MEANING:

produced, he chopped off the Inca's head and established a new kind of Golden Rule. So it was that a mineral became king and a craze began.

- 4 Nowhere has Peru's frenzy for gold been so fevered as in the mountains that surround Lake Titicaca. And nowhere has that fever been so **intemperate** as in a town tucked into a glacial aerie: La Rinconada, the highest human habitation in the world.
- 5 It is a destination for only the most valiant. Clinging to the peak of Mount Ananea, with a cowl of glacier overhead, La Rinconada boasts few tourists, no hotel, no sights to speak of, apart from the endless snow, a dome of blue sky and a swarm of hard-bitten inhabitants. For the 50,000 souls who brave the subzero cold to pick rock on those hoary heights, there is no sewage system, no water, no paved roads, no sanitation whatsoever. It is a wilderness of ice, rock, and gold, perched more than 18,000 feet up in the Peruvian Andes.
- 6 Beside the gawping mine shafts that scar the mountain's face are huts of tin, built at capricious and precarious angles, with nothing to keep out the glacial wind but improvised sheets of metal; nothing to generate warmth but fetid heaps of garbage. The only convenience here is the electricity, brought in by overlords so that the machinery can grind and shuttle-cars can rumble through the mountain's black veins. At night, La Rinconada glitters like a cruel oasis.
- 7 Make no mistake: This is a trip for the armchair only. As Dante might say, let me guide you through a fascinating circle of hell.

## To a Barren World

- 8 I would not have gone up to the peak the locals call "la Bella Durmiente"—Sleeping Beauty—had I not been accompanied by a team of professionals from CARE. I traveled there to write a script for "Girl Rising," a film directed by Richard Robbins, produced by the Documentary Group and poised for release next week.
- 9 It is a film about girls who live in desperately hard places, about how educating them could change their families, their communities, and very possibly the world. In the course of my journey up to La Rinconada, I had every expectation that I would find hunger and hardship. What I had not expected was to find beauty in ugliness—to see, as a mountain shaman might put it, the sacred in the profane.
- 10 Being a native of Lima, I knew what every schoolchild knows, that although Peru is small (slightly smaller than Alaska), it encompasses a virtual panoply<sup>2</sup> of landforms: mountain, jungle, desert, marshland, archipelago, coastline—all in defined geographic areas, and often in dramatic contiguity. Fly over Peru, and Mount Huascarán's majestic peak seems to hover over the foliage of the Amazon jungle; the green cliffs of Miraflores are just down the coast from the sands of Chan Chan.
- 11 But riding a truck from Puno to the little village of Putina—circling the northernmost bend of Lake Titicaca—I almost convinced myself

2. **panoply** (PAN uh plee) *n.* array.

that this trip would continue its happy, paved course into the horizon. The roads were good, the views of the so-called “highest navigable lake in the world” literally breathtaking, and at almost 13,000 feet, there was no malaise that a few cups of coca tea couldn’t cure.

- 12 In fact, this part of the world is known for its pharmacological cornucopia. Every shrub or weed is a botanical miracle: *flores de Bach* for melancholy, *muña* for chills or bone pain, *pampanis* for intestinal gas, *yahuar chonca* for diarrhea. Fields of medicinal possibility rushed past as we raced along the highway. Looking out at the reed catamarans that skimmed the lake’s dazzling surface or the grass islands that floated peacefully in the sun, I couldn’t imagine that snows trickling into that paradise were anything but pristine.
- 13 Within a half-hour of leaving Putina, however, the road had become dirt, rock, soon frozen mud, and my crew was being pitched about, as it would be for two more hours of a difficult journey. The Altiplano, a stretch of high mesa only slightly lower than the Tibetan plateau, stretched before us, stippled with rough grass and stone. Trees were scarce, thatched huts more so, and the odd flowers—bright orange cantutas—had brought a herd of startled alpaca onto that frigid January plain. They stood at the limits of faded pasture, raising their delicate heads as we bounced over rut and rock, eyeing us with haughty scorn.
- 14 Before long, as broad swaths of arid plain gave way to scarred earth, we could see why La Rinconada is only rarely visited by government poobahs.<sup>3</sup> The air at 18,000 feet is stiflingly thin, the cold excruciating. Now and then, ramshackle trucks and vans rattled past, carrying miners and their families, stopping on the roadside to catch their breath, chew coca leaf, and leave offerings to the earth goddess, Pachamama, to whom altars had been erected along the way. All about, for as far as the eye could see, was a crazed landscape. What was once a region of sparkling lakes, leaping fish, and grassland is now a barren world that beggars the imagination.
- 15 The green is gone. The earth is turned. What you see as Mount Ananea looms into view is a lunar landscape, pitted with orange lakes that reek of cyanide. The birds that once flew over La Rinconada are nowhere to be seen; none flap overhead, save an occasional vulture. The odor is staggering; it is the putrid stench of chemicals, of rot, of human excrement. Even a whipping wind cannot sweep away the stink.
- 16 As you ascend toward the great white cap of Sleeping Beauty, all you see is garbage, a choking ruin, and ghostly shadows picking through it. Gigantic trucks shove at the earth. Whole families wade out into the toxic pools, fishing for gold. Along the perilously winding road that climbs to the summit, flocks of women in wide skirts scramble up cliffs, carrying heavy bags of ore, hoping to pound a fleck of gold from the waste that has spilled from the mine shafts; children stagger beside them, shouldering burdens of their own.

3. **poobahs** (POO boz) *n.* leaders who have a large amount of influence.

- 17 With so much poverty about, it is hard to believe that Sleeping Beauty harbors riches, that gold ripped from her entrails will glitter on Cartier and Tiffany counters around the world. But history books tell us that Mount Ananea has been offering up gold since the days of the Inca. According to travelers' journals, a block the size of a horse's head and weighing more than 100 pounds was pulled free in the 1500s and sent to the Spanish king. The region's rivers were said to be strewn with glittering nuggets.
- 18 El Inca Garcilaso de la Vega, a half-Indian, half-Spanish chronicler who lived in the 16th century, wrote that this tract of Peru contained gold beyond imagining. Chunks of shiny rock as large as a human head—and 24-karat pure—had rolled from the damp black stone.
- 19 Although the king's mines collapsed in the 1700s under the weight of the glacier and were abandoned for 200 years, interest in Ananea was rekindled in the 1960s, when teams of European and Japanese mountaineers scaled the stretch known as the Cordillera Real. Hordes of village boys followed, building huts, bringing families. With little more than small picks and big dreams, some defied the odds and struck gold. Today, there are just enough stories of random fortune to keep their children here.

### A Bench of Gold

- 20 Peru is booming these days. Its restaurants are full; its cuisine has become all the rage. Cusco and Machu Picchu are world-class destinations. Peru's economy boasts one of the highest growth rates in the world. In the past six years, its annual growth has hovered between 6 and 9 percent, rivaling the colossal engines of China and India.
- 21 Peru is one of the world's leading producers of silver and one of Latin America's most exuberant founts of precious metals. It is an energetic producer of natural gas. It is one of the top five harvesters of fish on the planet. Its premier fashion photographer is the darling of *Vogue*. Walk Lima's streets and you can't fail to see the evidence of progress: Here is a country alive with investment and tourism, a hive of construction, home to a rising and robust middle class.
- 22 But it is gold that has brought multinational companies to the highlands of Puno, many of them installing sturdy, viable operations that promise to lift rural communities out of poverty. Peru is hoping that Atahualpa's curse is dead; that gold will be its salvation; that the country will no longer be—as the old saying has it—a beggar sitting on a bench of gold.
- 23 All the same, the wheels of progress that have sped Peru toward economic success and a burgeoning middle class have yet to climb



^ Elaborate golden bird, Mochica, Peru, ca. 200 B.C.–A.D. 650

the pestilential<sup>4</sup> road to La Rinconada. There, in the shadow of Sleeping Beauty, every miner is on his own, and every woman and child who accompanies him a hostage to fickle fortune.

- 24 Gold no longer rolls from the mountain in chunks the size of a man's head (if indeed it ever did). But the present generation of miners has found that a manic pounding of rock can produce miracles. In 2011, 150 tons of gold were harvested in Peru, worth \$6.8 billion. In order to produce it, almost 5 million tons of Peruvian rock were knocked free and ground down. Look at it this way: For every gold ring you see on a finger, miners have had to turn 250 tons of rock.
- 25 In La Rinconada, the ore that harbors those precious flecks is washed in ponds of cyanide, pounded with mercury in giant mortars of stone and burned clean in ovens that send mercury fumes coiling up onto the glacier's snows. The work outdoors is often done by women and children. The work in the damp, freezing shafts is done by men. At the end of the process, a miner working under the *cachorro* system—a man who labors for 30 days and gets paid on the 31st day in the form of whatever rock he can carry—may walk away with a nugget worth \$40. His neighbor, on the other hand, may be rich beyond his imagining.
- 26 One thing is sure: Every year, less and less is harvested from Sleeping Beauty. There is only so much gold on this planet. For all the

#### NOTES

4. **pestilential** (pehs tuh LEHN shuhl) *adj.* dangerous; literally, disease-causing.

NOTES

Mark base words or indicate another strategy you used that helped you determine meaning.

**despoiled** (dih SPOYLD) v.

MEANING:

masks of Tutankhamun, for all the headdresses of the Lord of Sipan,<sup>5</sup> for all the bling and glitter of Fifth Avenue, the total amount of gold that humans have been able to pull from rock is a mere 170,000 metric tons, barely enough to fill two Olympic swimming pools. More than half of it has been mined in the last 50 years.

- 27 Some of this, mind you, has been done responsibly. But as earth is heaved and ore carved from the unruly cliffs of Ananea, the glacier and nearby lakes have sent toxic injections to the sparkling waters of Lake Titicaca.

### A Sudden Awe

- 28 Wandering the ice-mud streets of La Rinconada, one can't help but hope that this gold town's days are numbered. The population that lives below—that has inhabited the shores of Lake Titicaca for centuries—made that hope known last year in a protest against all mining operations that didn't take into consideration the health and welfare of the locals. The Aymara, who are gentle by nature, were particularly vociferous on the subject, storming through Puno last May and unleashing their fury on everything in their way. The Peruvian military responded in kind.

- 29 The trickle-down of an economic boom can be surprising.

- 30 Even so, with all the antipathy a traveler might summon for a place so willfully **despoiled**, I found myself standing beside the road a good distance from La Rinconada, looking back at that promontory in wonder. With all my senses jangled, with the altitude making my every step as labored as an astronaut's, I found myself filled with sudden awe.

- 31 Like the Ancient Mariner, who stared at the leaden sea and its hideous slime and eventually beheld a rare, soul-lifting beauty, I suddenly saw the tin rooftops gleam like a mantle of diamonds. As the sun moved over the snow, the ravished mountain seemed to ripple with ribbons of color. In that happy trance, I recalled the kindness of a widow who offered me the shelter of her hut and a gourd of hot soup. I remembered the fiery spirit of Senna, a 14-year-old girl who could recite a string of verses by the great poet Vallejo. I heard the laughter of a child in yellow, who danced in a noonday cantina.

- 32 Even here, on this plundered peak, there are fleeting moments of joy. 🌟

5. **Lord of Sipan** (see PON) Peruvian mummy discovered in 1987. The mummy's tomb contained many gold ornaments and articles of jewelry.

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## Lesson 15

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	In La Rinconada, Peru, Searching for Beauty in Ugliness Note-catcher, First-Read Guide: Nonfiction Pencil, Device-optional/Scan QR Code on Cover for Videos WATCH VIDEO ELA_G10_W4_L15
<b>Read</b>	Independently or with a family member, caregiver, or friend, read "In La Rinconada, Peru, Searching for Beauty in Ugliness." As in the past, perform the steps of the First-Read independently (Notice, Annotate, Connect, Respond) using the First-Read Guide: Nonfiction
<b>Think</b>	Study the photograph of La Rinconada at the beginning of the selection. Think about the perspective of the mountain, the homes, and other buildings. From this photo, what do you think life is like in this region?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: If you knew that people risked their lives or worked very hard to harvest something as limited in nature and as valuable as gold, would you want to buy it? <b>Write your initial thoughts in the space provided on your Note-catcher.</b>
<b>Write</b>	Task: <b>Write a summary of "In La Rinconada, Peru, Searching for Beauty in Ugliness" in the space provided on your Note-catcher.</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 15

## Day 1

**Jump Start:** What things are most important in life? Would you be willing to sacrifice material possessions if you really needed to?

**Summary:** Write a summary of “In La Rinconada, Peru, Searching for Beauty in Ugliness.” A **summary** is a concise complete, and accurate overview of a text. It should not include a statement of your opinion.

Name:	Date:
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## First-Read Guide **NONFICTION**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

**NOTICE**  
NOTICE the general ideas of the text.  
*What is it about? Who is involved?*

**ANNOTATE**  
ANNOTATE by marking vocabulary and key passages you want to revisit.

**CONNECT**  
CONNECT ideas within the selection to what you already know and what you have already read.

**RESPOND**  
RESPOND by completing the Comprehension Check and by writing a brief summary of the selection.

**First Read**  
NOTICE ANNOTATE  
CONNECT RESPOND

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www.pearsoned.com/resources/teachers/first-read-guide

# Lesson 16

<b>Target</b>	I can complete Close-Read annotations to determine an author's point of view and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>Text, Materials, Video Name</b>	In La Rinconada, Peru, Searching for Beauty in Ugliness Note-catcher, Close-Read Guide: Nonfiction Pencil, Device-optional/ Scan QR Code on Cover for Videos WATCH VIDEO ELA_G10_W4_L16
<b>Read</b>	Independently, or with a family member, caregiver, or friend, reread paragraphs 15 and 16. As you are close-reading, focus on how the authors describes the scene and sets the tone. <b>Complete the Close-Read Guide: Nonfiction for this section of the text.</b>
<b>Think</b>	We know that tone of a narrative conveys the author's attitude to the subject and to the reader. The author's judgement and emotions are conveyed through tone, and it's through tone that the reader gets to understand who the author is and why the author writes this way. As you read, think about the following question: What additional insight do we have about the author from these paragraphs?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: What can a reader infer from the author's use of descriptive language in paragraphs 15 and 16.
<b>Write</b>	<b>Task: In the space provided on your Note-catcher answer the following question:</b> Describe the tone of paragraphs 15 and 16.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 16

Day 2

In your own words describe the concept of tone:

**Write:** Describe the tone of paragraphs 15 and 16. Use specific words and phrases from the text to support your point.

Name:	Date:
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## Close-Read Guide **NONFICTION**

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.

## Lesson 17

<b>Target</b>	I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Text, Materials, Video Name</b>	In La Rinconada, Peru, Searching for Beauty in Ugliness Note-catcher Pencil, Device-optional/ Scan QR Code on Cover for Videos WATCH VIDEO ELA_G10_W4_L17
<b>Read</b>	Independently, or with a family member, caregiver, or friend, reread paragraph 23 of the article.
<b>Think</b>	Do you have things that are important to you? What makes an items precious? Do you ever think about the sacrifice and work that goes into obtaining and creating the items you love? <b>Capture your thoughts on the space provided on your Note-catcher.</b>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: As you reread paragraph 23 think about the way the author positions the “burgeoning middle class” and the “minor on his own.” What can we infer about the interaction between these two groups of people?
<b>Write</b>	<b>In the space provided on your Note-catcher answer the following question:</b> What do you see as the “curse” of Atahualpa? In your opinion, has the curse been lifted, or does Peru still live under its influence. Explain, using specific examples from the text to support your answer.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 17

## Day 3

**Think:** Do you have things that are important to you? What makes an items precious? Do you ever think about the sacrifice and work that goes into obtaining and creating the items you love?

**Write:** What do you see as the "curse" of Atahualpa? In your opinion, has the curse been lifted, or does Peru still live under its influence. Explain, using specific examples from the text to support your answer.

## Lesson 18

<b>Target</b>	I can identify the essential elements of Literary Nonfiction and Literary Journalism and provide examples of each element from a given text.
<b>Text, Materials, Video Name</b>	In La Rinconada, Peru, Searching for Beauty in Ugliness Note-catcher Pencil, Device-optional/ Scan QR Code on Cover for Videos WATCH VIDEO ELA_G10_W4_L18
<b>Read</b>	Independently, or with a family member, caregiver, or friend, read the description of literary Nonfiction on your Note-catcher.
<b>Think</b>	<p>Think about the difference between the terms subjective and objective. Subjective statement reflects a person's outlook or opinion and relies on emotions and personal feelings. In contrast, objective statement is based on facts and observations.</p> <p>Think about either a past or current research assignment. Which types of writing would you expect to see in this assignment? <b>Capture your thinking in the space provided on your Note-catcher.</b></p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following question: How does the author adopt an objective viewpoint in her writing?</p> <p>Note: In Literary Nonfiction, it is important to remain objective when writing. Authors will focus on the facts of their story but add their own personal flair.</p>
<b>Write</b>	An important skill to have as a reader is the ability to decipher (tell the difference) between imagery, facts, and personal observations. <b>To reinforce the learning in this lesson, on your Note-catcher, identify a passage or detail and respond whether the statement is true for everyone or just the writer.</b> Note facts will be true no matter who is speaking, but imagery and observations can be subjective.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 18

### Day 4

**Think:** Think about either a past or current research assignment. Which types of writing would you expect to see in this assignment? Explain your answer.

**Write:** Identify a passage or detail and respond whether the statement is true for everyone or just the writer.

## Lesson 19

<b>Target</b>	I can identify key elements of literary journalism in an article and can explain each element through examples.
<b>Text, Materials, Video Name</b>	In La Rinconada, Peru, Searching for Beauty in Ugliness Note-catcher Pencil, Device-optional/ Scan QR Code on Cover for Videos WATCH VIDEO ELA_G10_W4_L19
<b>Read</b>	Independently, or with a family member, caregiver, or friend, review the text and the previous days' annotations. Next, review the directions on your Note-catcher.
<b>Think</b>	Connect your thinking to the Essential Question: What do our possessions reveal about us? What has this article taught us about materialism and society's views on consumption?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Discuss what it means to write objectively.
<b>Write</b>	Work independently to identify passages in the article that exemplify literary journalism. <b>Complete the grid located on your Note-catcher. Once complete, respond to the following question on your Note-catcher:</b> How might having a personal connection to the subject matter, such as the author, make for stronger literary journalism?
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 19

## Day 5

**Write:** How might having a personal connection to the subject matter, such as the author, make for stronger literary journalism?

ESSENTIAL QUESTION: What do our possessions reveal about us?

### Analyze Craft and Structure

**Literary Nonfiction Journalism** is nonfiction that presents objective, or neutral, facts about a newsworthy story or situation. Works of journalism focus on current events or on situations with continuing relevance. **Literary journalism** presents the same types of fact-based information as regular journalism, but does not remain objective. Instead, it is subjective, or includes the writer's personal observations and feelings. Literary journalism often uses the following techniques that are usually associated with fiction:

- descriptive language and imagery
- the writer's personal observations, thoughts, and feelings
- a sense of story, with beginning, middle, and end

### Practice

CITE TEXTUAL EVIDENCE to support your answers.

Work independently to identify passages in the article that exemplify literary journalism. Then, share and discuss your choices with your group.

ELEMENTS OF LITERARY JOURNALISM	EXAMPLES FROM THE ARTICLE
Newsworthy content	
Facts	
Journalist's personal observations, thoughts, and feelings	
Descriptive language and imagery	
Narrative elements that give a sense of beginning, middle, and end	

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In La Rinconada, Peru, Searching for Beauty in Ugliness 427



# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 5/11 /20 to 5/15 /20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. Over the course of Unit 4, You will read selections about people whose relationships with things reveal what is valuable to them and about people who long for more and people who lose it all. This week, you will study two poems that address the question: Does money really make us happy? As you complete the reading, you will be asked to think about and respond to the texts in connection to the unit’s Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	“The Good Life” and “Money” poetry texts Note-Catcher, First-Read Guide: Poetry Pencil, Device-optional

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G10_W5_L20	“The Good Life”	First Read; Poetry
<b>Day 2</b>	ELA_G10_W5_L21	“The Good Life”	Annotating the Text
<b>Day 3</b>	ELA_G10_W5_L22	“Money”	Analyze Characterization
<b>Day 4</b>	ELA_G10_W5_L23	“Money”	Student Work
<b>Day 5</b>	ELA_G10_W5_L24	“The Good Life” and “Money”	Student Work

# Weekly Text

POETRY



## The Good Life

Tracy K. Smith



NOTES

When some people talk about money  
They speak as if it were a mysterious lover  
Who went out to buy milk and never  
Came back, and it makes me nostalgic  
5 For the years I lived on coffee and bread,  
Hungry all the time, walking to work on payday  
Like a woman journeying for water  
From a village without a well, then living  
One or two nights like everyone else  
10 On roast chicken and red wine.

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434 UNIT 4 • ALL THAT GLITTERS

## Lesson 20

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	“The Good Life” text Note-Catcher, First-Read: Poetry Pencil, Device-Optional /Scan QR Code WATCH VIDEO ELA_G10_W5_L20
<b>Read</b>	Independently, or with a family member, caregiver, or friend, read “The Good Life.” As in the past, perform the steps of the First-Read independently (Notice, Annotate, Connect, Respond) using the First-Read Guide: Poetry
<b>Think</b>	<p>As you read, think about the following: The speaker in the poem looks back fondly on a time where money was tight. The speaker is nostalgic for this time.</p> <p>The definition of nostalgic is someone or something who has a longing for the past or who looks back and remembers the past wistfully. An example of nostalgic is a person who is looking back at old photographs and remembering good time.</p> <p>Is there a time in your life, perhaps when things were simpler, that you are nostalgic about? <b>Capture your thoughts on your Note-catcher.</b></p>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Why is money so important to people? How does having or not having money for something make you feel?
<b>Write</b>	Task: In “The Good Life” which life does the speaker seem to feel is “good”---the one in which money is more available, or the one spent living on “coffee and bread”? Explain. Cite relevant and specific information from the text to support your answer.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 20

## Day 1

**Think:** Is there a time in your life, perhaps when things were simpler, that you are nostalgic about?

Name:	Date:
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### First-Read Guide **POETRY**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

<p><b>NOTICE</b></p> <p>NOTICE who or what is "speaking" the poem and whether the poem tells a story or describes a single moment.</p> <p>_____</p>	<p><b>ANNOTATE</b></p> <p>ANNOTATE by marking vocabulary and key passages you want to revisit.</p> <p>_____</p>
<p><b>CONNECT</b></p> <p>CONNECT ideas within the selection to what you already know and what you have already read.</p> <p>_____</p>	<p><b>RESPOND</b></p> <p>RESPOND by completing the Comprehension Check and by writing a brief summary of the selection.</p> <p>_____</p>

**First Read**

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## Lesson 21

<b>Target</b>	I can complete Close-Read annotations to infer a character's values presented in a poetry selection.
<b>Text, Materials, Video Name</b>	"The Good Life" text Note-catcher Pencil, Device-optional WATCH VIDEO ELA_G10_W5_L21
<b>Read</b>	Independently, or with a family member, caregiver, or friend, review your First-read annotations. Next, Close-read lines 5-8 and think about the annotations you marked. Now, mark details in these lines that show the way the speaker dealt with limited money.
<b>Think</b>	After annotating lines 5-8, consider what these details might tell you. What might a reader infer about the speaker's values?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: How do we determine what we value in life? What are some values you share with family members and/or friends? (Examples of values are: honesty, integrity, discipline, fearlessness, love, kindness, perseverance). Capture your thinking on your Note-catcher.
<b>Write</b>	Task: In the space provided on your Note-catcher answer the following question: What are some examples of things we can't place a monetary value on? Use specific examples and/or real life situations to support your point.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 21

## Day 2

**Talk:** How do we determine what we value in life? What are some values you share with family members and/or friends? (Examples of values are: honesty, integrity, discipline, fearlessness, love, kindness, perseverance).

**Write:** What are some examples of things we can't place a monetary value on? Use specific examples and/or real life situations to support your point.

## Weekly Text



POETRY

# Money

Reginald Gibbons

SCAN FOR  
MULTIMEDIA 

- 1 **T**he children are eating lunch at home on a summer weekday when a man comes to the door and asks their mother if she has anything that needs fixing or carrying or any yardwork he can do. They chew their food a little dreamily as, with her back straight and her voice carefully polite, she says No, thank you, I'm sorry, and the man goes away. Who was that, Mama? they say. Oh, no one, she says.
- 2 They are sitting down to dinner but they have to wait because the doorbell rings and a thin young boy begins to tell their father about a Sales Program he's completing for a scholarship to be Supervisor, and he holds up a filthy tattered little booklet and lifts also his **desperate** guile<sup>1</sup> and heavily guarded hope, and the children's father says, No thank you, sorry but I can't help you out this time, and the boy goes away. The children start to eat and don't ask anything, because the

1. **guile** (gyi) *n.* sly or cunning intelligence.

### NOTES

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

**desperate** (DEHS puh r iht) *adj.*

MEANING:

NOTES

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

**needy** (NEED ee) *adj.*

MEANING:

boy was just a boy, but their father acts irritated and hasty when he sits back down.

- 3 Once a glassy-eyed heavy girl who almost seems asleep as she stands outside their door offers for sale some little handtowels stitched by the blind people at the Lighthouse for the Blind and the children are in the folds of their mother's full skirt listening to the girl's small voice and their mother says, Well, I bought some the last time.
- 4 She buys the children school supplies and food, she pays the two boys for mowing the yard together and weeding her flower bed. She gets a new sewing machine for her birthday from the children's father, and she buys fabric and thread and patterns and makes dresses for the girls, to save money. She tells the children each to put a dime or quarter into the collection plate at Church, and once a month she puts in a little sealed white envelope, and the ushers move slowly along the ends of the pews weaving the baskets through the congregation, and the organist plays a long piece of music.
- 5 Whisk brooms, magazine subscriptions, anything you need hauled away, little league raffle tickets, cookies, chocolate candy, can I do any yardwork again and again, hairbrushes, Christmas cards, do you need help with your ironing one time, and more, came calling at the front door while the children were sometimes eating, sometimes playing. Their faces would soften with a kind of comfort in the authority of mother or father, with a kind of wonder at the **needy** callers.
- 6 Their father left for work every day early, and came home for dinner, and almost always went again on Saturday; in his car. Their mother opened a savings account for each child and into each put the first five dollars. The children felt proud to see their names in the passbooks, and wanted to know when they could take the money out. But they were told they had to save their money not spend it. They felt a kind of pleasure in these mysteries, to know that there were things you would understand later when you grew up and had your own house and while your children were eating their dinner and making too much noise the way you did, you knew it was true, the doorbell would ring, the familiar surprise of it, who would it be, and someone would be holding a little worn book or a bundle of dishtowels or once an old man, but perhaps he only looked old, with his beard, came with bunches of carnations, white, red, and pink, and he too was turned away. ❧

## Lesson 22

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	<p>“Money”            Note-catcher, First-Read: Poetry            Pencil, Device-optional            WATCH VIDEO ELA_G10_W5_L22</p>
<b>Read</b>	<p>Background: This poem features an element of American culture that is now almost entirely gone---door-to-door sales. Before the widespread use of media and telephones, salespeople would make unexpected stops at private homes in the hopes of selling their products or services. Many towns and cities have passed ordinances to regulate and restrict uninvited door-to-door solicitations.</p> <p>Independently, or with a family member, caregiver, or friend, read “Money.”</p>
<b>Think</b>	<p>As you read the poem, think about the nature of the children’s lives. Ask yourself the following question: How do the parents deal with money and spending? How does this impact the way the children live? How might the spending habits of our parents and caregivers impact the way we see/spend money as we get older? <b>Capture your thinking on your Note-catcher.</b></p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following question: Is the speaker of the poem simply describing the family’s situation or is the speaker criticizing something? Explain.</p>
<b>Write</b>	<p>Task: It is often said that our priorities and struggles are shown by the ways we spend our money. After reading the prose poem “Money,” <b>Respond to the following question in the space provided on your Note-catcher:</b> What lessons do the parents try to teach their children about spending and saving? What does this say about their priorities?</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 22

### Day 3

**Think:** How do the parents deal with money and spending? How does this impact the way the children live?

How might the spending habits of our parents and caregivers impact the way we see/spend money as we get older?

**Write:** What lessons do their parents try to teach their children about spending and saving? What does this say about their priorities?

Name:

Date:

## First-Read Guide **POETRY**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

NOTICE

**NOTICE** who or what is "speaking" the poem and whether the poem tells a story or describes a single moment.

ANNOTATE

**ANNOTATE** by marking vocabulary and key passages you want to revisit.

NOTICE  
ANNOTATE  
CONNECT  
RESPOND  
**First Read**

**CONNECT** ideas within the selection to what you already know and what you have already read.

**RESPOND** by completing the Comprehension Check and by writing a brief summary of the selection.

CONNECT

RESPOND

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## Lesson 23

<b>Target</b>	I can complete Close-Read annotations to analyze characterization present in a poetry selection.
<b>Text, Materials, Video Name</b>	“Money” Note-catcher, First-Read: Poetry Pencil, Device-optional WATCH VIDEO ELA_G10_W5_L23
<b>Read</b>	Independently, or with a family member, caregiver or friend, review your First-read annotations. Next, perform the Close-read steps for paragraphs 4-6. We will use these paragraphs to help us analyze the author’s use of characterization in the poem. As in the past, perform the steps of the Close-Read independently (Annotate, Question, Conclude). As you annotate this paragraph, mark words and phrases related to luck or wonder.
<b>Think</b>	As you begin your Close-read of the text, begin to think about what kind of people the children’s parents are. <b>On your Note-Catcher write some adjectives that come to mind when you think about the children’s parents.</b>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Even though the family does not have a lot of extra money to help others, it is important to note that they do give money to the church. What does this detail suggest about their characters?
<b>Write</b>	Task: <b>In the space provided on your Note-catcher, write an answer to the following question:</b> In the poem, “Money” how do the parents decide what they want and what they need? How do they try to teach their children about wants vs. Needs? Use specific examples from the text in your answer.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 23

### Day 4

**Think:** On your Note-Catcher write some adjectives that come to mind when you think about the children's parents.

**Write:** In the poem, "Money" how do the parents decide what they want and what they need? How do they try to teach their children about wants vs. Needs? Use specific examples from the text in your answer.

## Lesson 24

<b>Target</b>	I can plan and write a short story that answers a question left open by one of the poetry selections from this week.
<b>Text, Materials, Video Name</b>	<p>“The Good Life,” and “Money” texts</p> <p>Note-catcher/assignment page</p> <p>Pencil, Device-Optional</p> <p>WATCH VIDEO ELA_G10_W5_L24</p>
<b>Read</b>	Independently, or with a family member, caregiver or friend, review your notes and annotations for both poetry selections. Next, review the guidance for writing a short story on their Note-catcher.
<b>Think</b>	<p>You read two poetry selections this week. Think about which selection you more prefer. Your short story writing assignment will be a continuation of the poem.</p> <p>Before you begin writing, think about the main elements of a short story. Think about the plot and the characters in the story. Identify the setting. You may wish to write sentences for each of the story elements, describing the plot, main characters and setting.</p>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Which poem resonated with you more and why?
<b>Write</b>	<p>Task: Plan and write a short story that answers a question left open by one of the poems. Choose one of the following options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In, “The Good Life,” why does the speaker feel “nostalgic” about the past? What has changed in the speaker’s life?</li> <li><input type="checkbox"/> In “Money,” what has really happened to the thin young boy who claims to be completing a Sales Program?</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 24

## Day 5

### Tips before writing...

When writing a short story, it is best to plan the direction your story will take before to write. You may wish to talk with someone at home to share what you plan to write as the beginning, middle, and end to your story. It is also important that your story contain these three elements:

- Plot: Your story contains a sequence of events that a reader can follow. Often, there is a conflict (or problem) present in the story that the characters work to resolve.
- Strong main character/characters: It is important to develop a strong main character and to provide a clear description for your readers.
- Setting: Make sure to include details about where and when the story takes place.

Select one or the following options:

- In, "The Good Life," why does the speaker feel "nostalgic" about the past? What has changed in the speaker's life?
- In "Money," what has really happened to the thin young boy who claims to be completing a Sales Program?



# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/18/20 to 5/22/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. This week, you will read a nonfiction article that describes what was expected to be the final adventure of Forrest Fenn. The search for treasure documented in the article helps readers consider what matters to them. As you complete the reading, you will be asked to think about and respond to the text in connection to the unit’s Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	“The Thrill of the Chase” Note-Catcher, First-Read Guide: Nonfiction Pencil, Device-optional

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G10_W6_L25	“The Thrill of the Chase”	Write a Summary
<b>Day 2</b>	ELA_G10_W6_L26	“The Thrill of the Chase”	Close-Read the text, analyze author’s use of anecdotes
<b>Day 3</b>	ELA_G10_W6_L27	“The Thrill of the Chase”	Literary Nonfiction: Feature Story
<b>Day 4</b>	ELA_G10_W6_L28	“The Thrill of the Chase”	Analyze Sentence Variety, Apply to Writing Sample
<b>Day 5</b>	ELA_G10_W6_L29	“The Thrill of the Chase”	Taking and Supporting a Position Exercise

## Weekly Text



MAGAZINE ARTICLE

# The Thrill of the Chase

Margie Goldsmith

### BACKGROUND

This article chronicles the controversies surrounding a modern-day hunt for a real-life buried treasure. Fascination with buried treasure probably has its origin with the pirate William Kidd, who was said to have buried a chest full of gold doubloons somewhere on Long Island in the seventeenth century. Though Kidd's treasure was never found, it spawned a host of stories and legends. In the United States, pirate legends soon evolved into Wild West legends in which notorious bank robbers, outlaws, and prospectors hid their riches in remote mountain wilderness areas. Very few of these mysterious treasures have ever been found.

SCAN FOR MULTIMEDIA 

- B**lame Ralph Lauren. In 1996 the designer paid a visit to his friend Forrest Fenn, who lived in Santa Fe, NM. Fenn had recently undergone chemo and radiation for kidney cancer, and was told there was only a 20 percent chance for his survival. He sold his successful Santa Fe art gallery and settled in to await the inevitable. While he did, many friends stopped by to visit him and his wife at home.
- The place was filled with more than 5,000 pieces of museum-quality Southwestern art and **artifacts**, from Sitting Bull's<sup>1</sup> pipe and an 18th-century painted buffalo skin to early Indian pottery and rare Plains Indian medicine bonnets. Lauren immediately fell in love with a Crow Indian hat covered in white ermine skins and carved antelope horns, and offered to buy it. Fenn refused, saying it was one of his favorites. Lauren said, "Well, you can't take it with you." To which Fenn replied, "Then I'm not going."
- Though the hat remained safely ensconced in Fenn's collection, Lauren's visit gave the ailing art collector an idea. Inspired by the adventure stories he had devoured as a child, Fenn sat down to write a memoir, jotting down scenes and remembrances as they came to him. As an Air Force pilot during the Vietnam War, he flew 328 missions and was shot down twice. After the war he turned to art,

1. **Sitting Bull** (1831–1890) Native American chief of the Sioux tribe.

### NOTES

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

**artifacts** (AHR tuh fakts) *n.*

MEANING:

NOTES

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

**legacy** (LEHG uh see) *n.*

MEANING:

settling in Santa Fe with his wife, Peggy, and opening Fenn Gallery, which became the most successful art gallery in New Mexico. Fenn’s holdings included Remingtons and Russells and O’Keeffes—every big name in Western art—and many of those works are now in museums ranging from the Buffalo Bill Historical Center in Cody, Wyo., to the Art Institute of Chicago. Buying and selling art was how Fenn came to know Lauren, yes, but also Robert Redford, Jacqueline Onassis, Sam Shepard, Jessica Lange, Steven Spielberg, and Donna Karan.<sup>2</sup>

- 4 And that’s when things got interesting. As he wrote, Fenn was reminded of how much fun he’d had hunting down fine art pieces and building his collection over the decades. He felt it would be a shame if all that ended with his death. The memoir would help preserve his **legacy**, of course—but as he saw it, there was only one way to pass along that sense of delight, that thrill of the hunt.
- 5 So Fenn bought an antique bronze chest and started to fill it with treasures. The booty included a jar full of gold dust panned in Alaska, gold coins, large and small gold nuggets, pre-Columbian<sup>3</sup> gold animal figures, two ancient Chinese jade carvings, a 17th-century Spanish gold and emerald ring and a beloved bracelet of turquoise beads, excavated from a Mesa Verde<sup>4</sup> ruin in 1903, that Fenn had won in a game of pool. The total value amounted to about \$3 million.
- 6 Fenn decided he would hide the chest with a copy of his book in the desert, maybe even as he walked out into the wilderness to die. That could trigger a hunt of its own, spark some excitement; one day an intrepid searcher would find his bones and his treasure and learn who he was, think kindly of him. His memory would live on.
- 7 It seemed like a perfect plan. Except for one hitch.
- 8 Fenn didn’t die.
- 9 Forrest Fenn’s cancer went into remission—and it stayed that way. As a result, he didn’t quite get around to burying that treasure. More than a dozen years passed.
- 10 Then, in 2010, Fenn turned 80, and the milestone spurred him back into action. “I had this treasure chest full of gold and jewels just burning a hole in my vault,” he says. “So I decided to go ahead and hide it somewhere in the mountains north of Santa Fe, leaving clues on how to find it for any searcher willing to try.”
- 11 The clues are encoded in the memoir he self-published that year, *The Thrill of the Chase*. There are nine of them, all contained in a single poem Fenn wrote.

12 *As I have gone alone in there  
And with my treasures bold,  
I can keep my secret where,  
And hint of riches new and old.*

2. **Robert Redford** . . . **Donna Karan** American celebrities.

3. **pre-Columbian** of or relating to the history and cultures of the Americas before the arrival of Christopher Columbus in 1492.

4. **Mesa Verde** high plateau in southern Colorado.

13 *Begin it where warm waters halt  
And take it in the canyons down,  
Not far, but too far to walk.  
Put in below the home of Brown.*

14 *From there it's no place for the meek,  
The end is ever drawing nigh;  
There'll be no paddle up your creek,  
Just heavy loads and water high.*

15 *If you've been wise and found the blaze,  
Look quickly down, your quest to cease,  
But tarry scant with **marvel** gaze,  
Just take the chest and go in peace.*

16 *So why is it that I must go  
And leave my trove for all to seek?  
The answer I already know,  
I've done it tired, and now I'm weak.*

17 *So hear me all and listen good,  
Your effort will be worth the cold.  
If you are brave and in the wood  
I give you title to the gold.*

18 As word spread about what Fenn had done, treasure hunters rushed to Santa Fe. Based on the 5,000-plus emails he has received about the treasure, he estimates that more than 1,000 people have searched for it, though he assumes there must be others out there that he doesn't know about.

19 Many who contact Fenn are looking for a little extra help; others simply want to share their stories. "Dear Mr. Fenn," wrote one, "we don't think we will find the treasure chest but I just want to thank you for getting me and my family off of the couch and out into the mountains." Another man told of how he went out to look with his grown son. The two slept in a van and talked about their hopes for the future. They gave up the search after two days, but it wasn't a wasted effort, the father wrote. "If it hadn't been for the book, my son and I would never have had this time with each other."

20 Which isn't to say the quest should be undertaken lightly. "There are dangers involved," Fenn says. "Things can complicate the search—earthquakes, mudslides, forest fires, floods, trees, falling rocks. There are those who have been at risk in water when they attempted to search someplace where it was not really safe to go. Some have not been prepared to face the elements after they parked their car and started walking. Some have lacked the proper clothing, food, and water."

21 One eager individual donned scuba gear and swam along the bottom of a murky lake until he almost ran out of air. Another "rode

## NOTES

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

**marvel** (MAHR vuhl) *n.*

MEANING:

28 miles on a bicycle in the snow and almost froze after getting wet," Fenn says.

- 22 Still, the treasure hunters keep coming. One Chicago couple, for instance, has traveled to New Mexico 14 times to look for Fenn's prize. (In an email, the wife told Fenn, "We are experts on where the treasure is not.")
- 23 "What serious adventurers should remember," Fenn says, "is to not believe anything that is not in my poem or otherwise in my book. There's some misinformation out there. For instance, I never said I buried the chest, I said only that I hid it. That is not to say it is not buried, so maybe we need to define the terms. Does 'hidden' mean in plain sight? What is the difference between 'buried,' 'entombed,' and 'sepultured'? What does the word 'blaze' in the poem mean? A horse can have a blaze on its forehead, a blaze can be scraped on a tree to mark one's way, a blaze can mean a flame or a scar on a rock. And what about 'water high'? Does it mean deep, or higher than normal?"
- 24 Fenn generally refuses to give additional clues, but he'll make the rare exception—of sorts. When one woman emailed him to complain that the clues were too difficult, he told her the treasure chest is located more than 300 miles west of Toledo.
- 25 Beyond queries from treasure seekers, Fenn has also received a number of letters from people simply wondering why on earth he would do this. "I wanted to create some intrigue and adventure and maybe a little mystery," Fenn explains.
- 26 Plus, he says, "Anyone who dies with over \$50 is a failure."
- 27 Finding Fenn's treasure has proved so difficult that some are left questioning whether the whole thing is an elaborate hoax. But doubters need only ask Fenn's friend Douglas Preston, a bestselling author whose novel *The Codex* is based on Fenn's story.
- 28 "That gold is out there—I held it with my own hands," says Preston, one of the few to have seen the chest before Fenn hid it. "Some of the most wonderful things in the treasure are enormous gold nuggets the size of hen's eggs, weighing more than a pound each, and worth several times their bullion value. He included things that would survive a long time, and that would be interesting and unusual. And the chest itself is quite rare; it's a Romanesque lockbox from the 12th century, and with the gold and jewels inside, it weighs 42 pounds."
- 29 Surprisingly, there have been only a few items about the treasure in the local newspaper or on the news. But there are certainly other signs of it around Santa Fe. The Inn and Spa at Loretto offers guests a "Thrill of the Chase" package, which includes two nights' accommodations, a scavenger hunt, and an autographed copy of Fenn's book. There's also a "Thrill of the Chase" signature cocktail, a blend of light rum, sweet vermouth, and Amaretto di Saronno sprinkled with gold flakes, and a Forrest Fenn sandwich, consisting of pastrami with apple sauerkraut on marble rye (Fenn's favorite).
- 30 When Fenn himself walks down the street these days, locals constantly stop him; they want to know if anyone has found the

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treasure. Others shake his hand and call him a hero. Local jeweler Marc Howard hails Fenn as a cross between Will Rogers<sup>5</sup> and Mark Twain. "He's a story-weaver, and has created a legacy that will reach out into the future."

- 31 Fenn is modest about the whole thing, though. "I was hoping the treasure chase would cause some excitement and get a few guys out into the mountains," he says. "I did not expect it to get so big so fast."
- 32 He hasn't gone back to his hiding place to see if the treasure is still there. He assumes it hasn't been found (though he knows of "more than a few people" who have searched within 500 feet of the site), and that suits him fine. "I think that I'll be a little disappointed when it is found, because the mystery will be gone."
- 33 One clue follower, Dal Neitzel, has been looking for the treasure for more than two years. He's already made five trips down from his home in Washington State, and plans to keep looking. Not that the booty is Neitzel's primary motivation: Fenn's treasure hunt has turned into something bigger, something more meaningful.
- 34 "Forrest Fenn is the hider of undiscovered dreams for thousands of folks who go looking for that treasure," he says, "and discover not the place where the treasure is hidden, but the place in their heart where adventure sleeps, and trails begin." 📌

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5. **Will Rogers** (1879–1935) famous American cowboy, vaudeville performer, movie actor, and newspaper columnist during the 1920s and 1930s.

## Lesson 25

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	<p>"The Thrill of the Chase" text</p> <p>Note-catcher, First-Read: Nonfiction Guide</p> <p>Pencil, Device-optional / <i>scan QR Code on Cover</i></p> <p>WATCH VIDEO ELA_G10_W6_L25</p>
<b>Read</b>	<p>Background Information: The article chronicles the controversies surrounding a modern-day hunt for a real-life buried treasure. The article describes what was expected to be the final adventure of Forrest Fenn, and art collector and treasure hunter.</p> <p>Independently, or with a family member, caregiver, or friend, read Text. As in the past, perform the steps of the First-Read independently (Notice, Annotate, Connect, Respond) using the First-Read Guide: Fiction</p>
<b>Think</b>	<p>As you read the text for the first time, notice the tone of the feature, and pay attention to the way the author presents the information. As you read, pause and make connections with stories you've read or heard, movies, and TV shows or with your own personal experience.</p> <p><b>Document this insight in the Connect section on your First-Read Guide: Nonfiction.</b></p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions: How much time and effort would you put into finding a treasure? Would you find a treasure hunt thrilling or frustrating?</p> <p><b>Capture your response on your Note-catcher.</b></p>
<b>Write</b>	<p>Task: <b>On the space provided on your Note-catcher confirm your understanding by writing a summary of the text.</b></p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 25

## Day 1

**Talk:** How much time and effort would you put into finding a treasure? Would you find a treasure hunt thrilling or frustrating?

**Write:** Confirm your understanding by writing a summary of the text.

Name:	Date:
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### First-Read Guide **NONFICTION**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

**NOTICE**  
NOTICE the general ideas of the text.  
What is it about? Who is involved?

**ANNOTATE**  
ANNOTATE by marking vocabulary and key passages you want to revisit.

**CONNECT**  
CONNECT ideas within the selection to what you already know and what you have already read.

**RESPOND**  
RESPOND by completing the Comprehension Check and by writing a brief summary of the selection.

**First Read**  
NOTICE | ANNOTATE | CONNECT | RESPOND

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## Lesson 26

<b>Target</b>	I can complete Close-Read annotations to analyze how the use of anecdotes enhance the intended message of a text.
<b>Text, Materials, Video Name</b>	<p>“The Thrill of the Chase” text            Note-catcher, First-Read: Nonfiction Guide            Pencil, Device-optional/ <i>scan QR Code on Cover</i>            WATCH VIDEO ELA_G10_W6_L26</p>
<b>Read</b>	<p>Note that an anecdote is a short amusing or interesting story about a real incident or person. Authors often use anecdotes to strengthen the credibility of their writing. They are important because they emphasize personal experience, next to that of facts or professional perspectives</p> <p>With this in mind, Independently or with a family member, caregiver, or friend, reread paragraph 19 of “The Thrill of the Chase”. We will use this paragraph to help us understand the author’s use of anecdotes. As in the past, perform the steps of the Close-Read independently (Annotate, Question, Conclude). Mark details in the paragraph that relate to the anecdotes sent to Fenn by different treasure hunters.</p>
<b>Think</b>	<p>What can you infer about the anecdotes provided in paragraph 19? Why might individuals write to Finn about a treasure they never found? <b>Document your thinking on the space provided on your Note-catcher.</b></p>
<b>Talk</b>	<p>With a parent, caregiver, or friend, discuss which is more exciting: the search for an object that is difficult to acquire or being given the object? Do material objects bring people happiness?</p>
<b>Write</b>	<p><b>In the space provided on your Note-catcher respond to the following question:</b> Select one of the anecdotes from paragraph 19 and explain why you think the author included it in the article. What importance did that particular anecdote have in the text?</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 26

### Day 2

**Think:** What can you infer about the anecdotes provided in paragraph 19? Why might individuals write to Finn about a treasure they never found?

**Write:** Select one of the anecdotes from paragraph 19 and explain why you think the author included it in the article. What importance did that particular anecdote have in the text?

## Lesson 27

<b>Target</b>	I can identify and explain the structure of a feature story and can apply this knowledge to additional topics of interest.
<b>Text, Materials, Video Name</b>	“The Thrill of the Chase” text Note-catcher Pencil, Device-optional/ <i>scan QR Code on Cover</i> WATCH VIDEO ELA_G10_W6_L27
<b>Read</b>	Note that feature stories are also known as “human interest” stories. These articles are written on topics that most people find intriguing and often fun.  Independently, or with a family member, caregiver or friend, review the Guidance on Literary Nonfiction feature stories on your Note-catcher.
<b>Think</b>	As you review the characteristic elements of feature stories, think about the choices the author makes in order to make her writing come alive for the reader. <b>Capture your thinking by answering the questions on your Note-catcher before engaging in conversation.</b>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: What are some feature stories either in print or on the news that you have read or seen? How do the authors engage the audience around these topics? Current news topics are welcome parts of this discussion.
<b>Write</b>	Task: <b>In the space provided on your Note-catcher, answer the following question:</b> How does the author end the feature story? Why is this ending effective?
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 27

## Day 3

Adapted from Analyze Craft Feature Story: The Thrill of the Chase

**Title:** Designed to grab the reader's interest

**Introduction:** Established the setting and the main idea

**Body:** Chunks information, often (but not always) separated by subheadings. Presents the main ideas through compelling anecdotes, facts, quotations, details and examples.

**Conclusion:** Ends on a memorable note with a strong image or quotation.

How does the title grab the reader's interest? Explain?

Why does the author open with the sentence: *Blame Ralph Lauren?*

Review the details the author includes in the second paragraph. Why does the author include them?

**Write:** How does the author end the feature story? Why is this ending effective?

## Lesson 28

<b>Target</b>	I can analyze in detail how an author's ideas or claims are developed and refined by particular sentences and varied use of sentence structure.
<b>Text, Materials, Video Name</b>	<p>"The Thrill of the Chase" text            Note-catcher            Pencil, Device-optional/ scan QR Code on Cover            WATCH VIDEO ELA_G10_W6_L28</p>
<b>Read</b>	<p>Authors clarify and develop ideas and claims with sentence variety. Using sentences of different lengths allows an author to vary the effect of the text on the reader.</p> <p>Independently or with a family member, caregiver, or friend, read the descriptions of sentence types on your Note-catcher. Next, reread the following paragraphs (<b>1, 4, 20, 23</b>) paying special attention to the varied sentence length within each paragraph. Notice the impact sentence length has on the paragraph's message.</p>
<b>Think</b>	As you move through the exercises, think about your own writing and your attention to sentence length and structure. After engaging in this lesson will you pay more attention to the use of varied sentence structure in your writing assignments?
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about one of the paragraphs you analyzed and share your insight. <b>Capture your initial thoughts on your Note-catcher before discussing.</b></p> <p>For example: In paragraph 10: First medium sentence adds detail spurs interest and the last two sentences---first medium, second long---provide explanation.</p>
<b>Write</b>	Task: Apply your knowledge of sentence length and write a paragraph explaining the steps you would take to find Forrest Fenn's treasure. Use sentence variety in your paragraph.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 28

## Day 4

- **Long sentences** add rhythm, substance, complexity, and detail. Long sentences are often useful for explaining, comparing, and providing examples.
- **Short sentences** add drama and impact. They provide “punch” and directness.
- **Varied sentence lengths** give a text rhythm, musicality, and pace that keep the reader interested and make the text easier to understand.

Paragraph #:

Sentence Variety/Effect on Reader

**Write:** Write a paragraph explaining the steps you would take to find Forrest Fenn's treasure. Use sentence variety in your paragraph.

## Lesson 29

<b>Target</b>	I can adopt a strong position on a given topic by preparing through reading and research, drawing explicitly on evidence from text.
<b>Text, Materials, Video Name</b>	“The Thrill of the Chase” text Note-catcher Pencil, Device-optional/ scan QR Code on Cover WATCH VIDEO ELA_G10_W6_L29
<b>Read</b>	Independently, or with a family member, caregiver, or friend, review the one of the debate questions to answer in the end of lesson writing assignment.
<b>Think</b>	After reviewing the questions think about which question resonates with you the most. Why are you drawn to this question?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: Knowing this assignment is intended for a real-life debate, Have you ever engaged in formal debate or witnessed one on television? They say that preparation is the key to success, does this statement apply to debates as well? Explain.
<b>Write</b>	Task: With your selected position, identify at least three specific reasons for your position as well as passages from “The Thrill of the Chase” that you can use to support your points. <b>Document your ideas on the chart provided on your Note-catcher.</b>  <b>Draft your response in the space provided on your Note-catcher.</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 29

## Day 5

Select one of the following topics to research and write about:

- Is Forrest Fenn’s motivation for hiding the treasure and creating the mystery admirable?** (as you choose a position, consider the following: What is Fenn’s stated goal in hiding the treasure? Does the goal seem credible? Does he back it up with his actions?)
- According to Fenn, “Anyone who dies with more than \$50 is a failure.” Do you agree with this statement?** (As you choose a position, consider the following: What about people who want to leave their money to their children or a good charity---are they failures?)
- Is it pointless to spend time looking for a treasure that might never be found?** (As you choose a position, consider the following: How would the treasure hunters feel if they found out there is no treasure? Would that change their feelings about the experience?)

Complete the following chart before writing your draft response:

SUPPORTING REASONS	SUPPORTING PASSAGES OR OTHER EVIDENCE
1.	
2.	
3.	

**Write:** Draft your initial response here:

# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 5/26/20 to 5/29/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. Over the course of Unit 4, You will read selections about people whose relationships with things reveal what is valuable to them and about people who long for more and people who lose it all. In this week’s text, “Ads May Spur Unhappy Kids to Embrace Materialism,” you will explore the question of whether children are impacted by materialism in the same way that adults are, and how TV advertisements play a role in all of it. As you complete the reading, you will be asked to think about and respond to the texts in connection to the unit's Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Text: “Ads May Spur Unhappy Kids to Embrace Materialism”</li> <li>• Materials: Note-Catcher, First-Read Guide: Nonfiction. Close-Read Guide: Nonfiction, Pencil, Computer or Technological Device (optional)</li> </ul>

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G10_W7_L30	Ads May Spur Unhappy Kids to Brace Materialism	Jump Start and Comprehension Check
<b>Day 2</b>	ELA_G10_W7_L31	Ads May Spur Unhappy Kids to Brace Materialism	Close Read Guide and Quick Write
<b>Day 3</b>	ELA_G10_W7_L32	Ads May Spur Unhappy Kids to Brace Materialism	Analyze the Text
<b>Day 4</b>	ELA_G10_W7_L33	Ads May Spur Unhappy Kids to Brace Materialism	Observations and Reflections

## Weekly Text

# Ads May Spur Unhappy Kids to Embrace Materialism

Amy Norton



### About the Author

**Amy Norton** has been a journalist in the medical field since 1999. She has worked as both a staff writer and an editor for *Physician's Weekly*, *Medical Tribune*, and *Reuters Health*. Norton has also written articles on health and medicine for *MSNBC*, *Prevention*, *The Atlantic*, and the online publication *HealthDay*. Many of her articles focus on children's health issues.



### BACKGROUND

Materialism is the tendency to consider possessions and physical comfort more important than spiritual values. According to a 2010 study, the popular notion that greater income leads to greater happiness is true only to an extent. High earners do not necessarily feel happier. And yet, we continue to live in a society dominated by materialism and greatly influenced by advertising.

- U**nhappy kids who watch a lot of TV ads may come to believe that material<sup>1</sup> possessions are the key to feeling better, new research hints.
- A number of studies in adults have suggested that unhappiness and materialism can create a vicious circle: People who are dissatisfied with their lives may think material possessions will make them happy; and when that fails, they become even more discontent.
- Since we're living in a material world, there is concern about what that mindset could mean for kids' life satisfaction.
- In the new study, researchers found that, unlike adults, materialistic 8-to 11-year-olds did not become less happy over time.

### NOTES

- 5 On the other hand, unhappy kids did become more consumed by material possessions—but only if they watched a lot of TV.
- 6 The findings, which appear in the journal *Pediatrics*, point to links among unhappiness, TV, and materialism, though they cannot prove that TV is the villain.
- 7 The results do suggest, however, that the ads might “teach children that possessions are a way to increase happiness,” study leader Suzanna J. Oprea, a research associate at the University of Amsterdam in the Netherlands, said in an email.
- 8 To help guard against that possibility, she suggested that parents help kids adopt a healthy skepticism toward consumer<sup>2</sup> ads.
- 9 The findings are based on 466 Dutch children between the ages of eight and 11, who took an online survey two times, one year apart. On both occasions the kids answered questions about life satisfaction—how happy they were at home, at school, in their relationships and with themselves.
- 10 They also rated the importance of material possessions in their life, and the degree to which they thought those things could bring happiness or win them friends.
- 11 Overall, Oprea’s team found no evidence that materialistic kids became less happy by the second survey.
- 12 However, kids who were relatively unhappy in the first survey tended to become more materialistic over the next year—but only if they regularly watched TV shows popular with the preteen crowd.
- 13 The study points only to general patterns. And there are limitations; the researchers used kids’ TV show viewing as a proxy<sup>3</sup> for their exposure to ads, for example.
- 14 And in the big picture, according to Oprea, TV ads would be just one factor that could affect a child’s level of materialism. The same is true of life dissatisfaction, she said.
- 15 “Children’s social environment—that is, family and peers—plays an important role,” Oprea said. “Values held by family members and peers are more likely to be adopted by the child.”
- 16 No studies have been done to show whether parents’ values win out over TV ads when it comes to kids’ materialism.
- 17 But, Oprea said, “what we do know is that parents can counteract advertising’s influence.”
- 18 Parents can help, she noted, by teaching kids to view ads with a critical eye, and to be skeptical of images that imply a product can make life better. Encouraging kids to see other sources of happiness—like “love, friendship, and play”—might also help, according to Oprea’s team.
- 19 And why should parents worry about keeping kids off the path toward materialism?

2. **consumer** *adj.* related to products available for purchase.

3. **proxy** (PROK see) *n.* substitute that can act the same as the original.

- 20 It's true that in this study, kids' materialism did not seem to lead to unhappiness, Oprea noted. But that was only the short-term outlook, she said.
- 21 "Previous studies conducted among adults suggest that it is very likely that children's materialism will lead to decreased life satisfaction later in life," Oprea said.
- 22 Whether or not TV ads do affect some kids' materialism, experts already recommend that parents limit children's TV viewing and help them become savvy about advertising in general.
- 23 The American Academy of Pediatrics suggests that kids get no more than two hours of noneducational "screen time"—TV and computers—each day. The group also advises parents to keep TVs and computers out of their kids' bedrooms. 📌

## Lesson 30

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: “Ads May Spur Unhappy Kids to Embrace Materialism”</li> <li>• Materials: Note-Catcher, First-Read Guide: Nonfiction, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO: WATCH_ELA_G10_W7_L30</li> </ul>
<b>Read</b>	<p>Independently or with family member, caregiver, or friend, <b>read “Ads May Spur Unhappy Kids to Embrace Materialism.”</b></p> <p>As in the past, <b>complete the First-Read routine</b> (Notice, Annotate, Connect, Respond) on the First-Read Guide: Nonfiction</p>
<b>Think</b>	As you read, <b>think about the guiding questions that are included in the First-Read Guide: Nonfiction.</b> These will help you complete your guide and engage in the analysis activities later on in the week.
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following question:</p> <p><b>What do kids really want—that new toy, or something less tangible? Why do advertisements have such a big effect on children?</b></p>
<b>Write</b>	<b>Complete the Comprehension Check questions</b> from your note-catcher
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your <b>overall opinion of the text</b> with someone and explain <b>how you remember advertisements affecting you as a child</b></li> <li>• After you complete your assignment remember to <b>read a book</b> with a family member, caregiver, or friend for <b>20 minutes</b>.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 30

### Day 1

**Jump Start:** When you are watching TV or browsing social media, do you pay attention to the advertisements? Why or why not?

**First-Read:** Fill in the First-Read Guide: Nonfiction found on the next page. Use the questions at the top of each box to guide you.

**Comprehension Check:** Answer each of the questions below to fully support you in comprehending the text. Cite textual evidence when possible. .

1. According to a number of studies, what two things can create a vicious circle?
2. In the study by the University of Amsterdam in the Netherlands, what tended to cause children who were relatively unhappy in the first survey to become more materialistic?
3. What does the article maintain parents should teach their children in order to guard against unhealthy materialism?
4. How many hours of TV and computer time each day does the American Academy of Pediatrics suggest for children?
5. To confirm your understanding, write a summary of "Ads May Spur Unhappy Kids to Embrace Materialism."

# First-Read Guide **NONFICTION**

Use this page to record your first-read ideas.

Ads May Spur Unhappy Kids to Embrace Materialism



Selection Title: \_\_\_\_\_

**NOTICE**

**NOTICE** the general ideas of the text.

*What is it about? Who is involved?*

How does materialism impact children differently than it does adults?

Blank area for student response to the NOTICE question.

**ANNOTATE**

**ANNOTATE** by marking vocabulary and key passages you want to revisit.

What are the key details and important ideas regarding the scientific study conducted at The University of Amsterdam in the Netherlands?

Blank area for student response to the ANNOTATE question.



**CONNECT** ideas within the selection to what you already know and what you have already read.

Are there advertisements (TV commercial, social media, radio, etc.) that you have seen that made you want to buy something? Did you end buying it? Why?

Blank area for student response to the CONNECT question.

**RESPOND** by completing the Comprehension Check and by writing a brief summary of the selection.

How could you summarize this article (in 3 sentences of less) to your teacher?

Blank area for student response to the RESPOND question.

**CONNECT**

**RESPOND**

## Lesson 31

<b>Target</b>	I can complete Close-Read annotations to help analyze how an author persuades the reader with rhetoric (logos) and the impact it has on a story.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: “Ads May Spur Unhappy Kids to Embrace Materialism”</li> <li>• Materials: Note-Catcher, Close-Read Guide: Nonfiction, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO: WATCH_ELA_G10_W7_L31</li> </ul>
<b>Read</b>	<p>Independently or with family member, caregiver, or friend, <b> reread paragraphs 4-9 and 15-23</b> of “Ads May Spur Unhappy Kids to Embrace Materialism.” We will use these paragraphs to help us analyze the author’s rhetoric.</p> <p>As in the past, <b>complete the Close-Read routine</b> (Annotate, Question, Conclude) on the Close Read Guide: Nonfiction.</p>
<b>Think</b>	<p><b>Logos</b> is an appeal to logic or reason. When authors use logos, they cite facts and statistics, historical and literal analogies, and certain authorities on a subject. Aristotle defined logos as the "proof, or apparent proof, provided by the words of the speech itself." In other words, <i>logos</i> rests in the actual written content of an argument. <b>On your Note-catcher define logos in your own words.</b></p> <p>As you read, <b>think about the guiding questions</b> related to logos that are included on the Close-Read Guide: Nonfiction.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following question: <b>Would the article be as convincing if the author didn't include quotes and statistics from experts? Why or why not?</b></p>
<b>Write</b>	<p>Pick a paragraph from the text that grabbed your attention (it can be any paragraph). <b>On your note-catcher, complete the QuickWrite.</b> Explain why you chose that passage and the power it had on the overall text.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 31

## Day 2

**Define “logos” in your own words:**

**Close Read:** As you reread paragraphs 4-9 and 15-23, fill in the Close-Read Guide: Nonfiction found on the next page. Only fill in the “Close Read the Text” and the “Analyze the Text” boxes for right now. Use the questions at the top of each box to guide you.

**QuickWrite:** Pick a paragraph from the text that grabbed your attention (it can be any paragraph). Explain why you chose that passage and the power it had on the overall text. Write your response under the “QuickWrite” box on your Close-Read Guide: Nonfiction.

# Close-Read Guide **NONFICTION**

Use this page to record your close-read ideas.

Ads May Spur Unhappy Kids to Embrace Materialism

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.

Paragraphs 4-9 and 15-23: Notice what the author is doing to build logos. Ask yourself why they are including these things. Conclude whether or not it's effective.



## 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.

Which specific element of logos (statistics, quotes, expert names) that the author used was most effective at getting their point across?

## QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

## Lesson 32

<b>Target</b>	I can engage in a critical review of a text to study the research provided and analyze its strengths and limitations.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: “Ads May Spur Unhappy Kids to Embrace Materialism”</li> <li>• Materials: Note-Catcher, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO: WATCH_ELA_G10_W7_L32</li> </ul>
<b>Read</b>	Independently or with family member, caregiver, or friend, <b>reread</b> “Ads May Spur Unhappy Kids to Embrace Materialism,” with a specific <b>focus on the strengths and limitations of the research</b> the author provides (statistics, facts, expert quotes, etc.). Pay specific attention to <b>the University of Amsterdam’s study (paragraphs 7-15)</b>
<b>Think</b>	<p><i>Psychology Today</i> has developed a set of <b>criteria</b> to consider when <b>evaluating the strength of a research study</b>.</p> <ol style="list-style-type: none"> <li>1) <b>Number of people</b> in the study (too few people is not good)</li> <li>2) <b>Randomization</b> of participants (you can’t hand select people for the study, they must be random)</li> <li>3) <b>Diversity</b> of participants (you want participants from a variety of backgrounds, not all the same kinds of people)</li> <li>4) <b>Causation</b> is the goal, not correlation (there needs to be definitive proof that one thing caused another thing)</li> </ol> <p>As you’re reading, think about the following question and jot your thoughts on the note-catcher: <b>“Does the University of Amsterdam’s study meet all of the criteria? Why or why not?”</b></p>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: <b>“What were the strengths and limitations of the University of Amsterdam study? What advice would you give to the lead researcher if they were conducting this study again?”</b>
<b>Write</b>	Complete the <b>Analyze the Text questions</b> for on the note-catcher
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your responses to <b>#4 and #5 of the Analyze the Text Questions</b> with someone</li> <li>• After you complete your assignment remember to <b>read a book</b> with a family member, caregiver, or friend for <b>20 minutes</b>.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 32

### Day 3

As you are reading, think about the following question and jot your thoughts below.

**Does the University of Amsterdam's study meet all of the criteria? Why or why not?**

**Criteria:** 1) **Number of people** in the study, 2) **Randomization** of participants, 3) **Diversity** of participants, and 4) **Causation** is the goal, not correlation

**Analyze the Text Questions:** After you finish reading, answer the questions below. Remember to use textual evidence in your answers.

- 1) The study suggest that ads might teach children that possessions increase happiness. What features of ads might be the reason for this effect on kids?
  
- 2) (a) **Do the University of Amsterdam study's findings seem conclusive? Explain.** (b) **Do you believe advertising causes materialism in children? Explain.**
  
- 3) According to Suzanna J. Oprea, a child's family/friends play an important role in their degree of materialism because the values held by family/friends are more likely to be adopted by a child. Why do you think this is the case?
  
- 4) **Do you agree in limiting a child's exposure to TV/computers? Explain.**

## Lesson 33

<b>Target</b>	I can conduct research on advertisements to analyze for patterns and trends in techniques
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: 2 advertisements of your choosing</li> <li>• Materials: Note-Catcher, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO: WATCH_ELA_G10_W7_L33</li> </ul>
<b>Read</b>	<p>Independently or with a family member, caregiver, or friend, search for and select 2 advertisements (tv commercials, social media pop ups, newspaper or magazine ads, etc.).</p> <p>On your note-catcher, make as many observations as you can about each of the advertisements. Use the criteria listed in the note-catcher to drive your observations.</p> <p><i>Note: You will have to review these advertisements more than once, so make sure you select advertisements that you can view again.</i></p>
<b>Think</b>	<p>After making initial observations of the advertisements, think about the following questions and then write your answer on the note-catcher.</p> <p>“Were the advertisements trying to suggest that buying the products will lead to more happiness? Do you think they will be more effective with kids or adults? Why?”</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following question: “Which of the two advertisements was more effective? Which of the two advertisements did you find least effective? Why?”</p>
<b>Write</b>	<p>On your note-catcher, complete a QuickWrite for the following question: “What would you change about the least effective advertisement to make it more effective? Why?” Use the prompts in the note-catcher to support you.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your QuickWrite with someone and tell them why you chose to focus on the advertisement that you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 33

## Day 4

**Observations about your advertisements:** Use the guiding questions below to help you make observations on each advertisement.

- 1) What was the advertisement selling or marketing? (product, service, information, etc.)
- 2) What emotions did the advertisement evoke? (anger, happiness, sadness, frustration, etc.)
- 3) What techniques did the advertisement use? (statistics/facts, humor, empathy, irony, etc.)
- 4) Who was the target audience? (age, gender, race, religion, marital status, location, etc.)

Advertisement 1	
Advertisement 2	

**Reflection Question:** “Were the advertisements trying to suggest that buying the products will lead to more happiness? Do you think they will be more effective with kids or adults? Why?”

**QuickWrite:** Answer the following question: “What would you change about the least effective advertisement to make it more effective? Why? (Refer to the University of Amsterdam study in the launch text and the “Psychology Today” criteria you learned about yesterday for support when writing this.)”

# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

9-12 Daily Videos



Week of 6/1/20 to 6/5/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	<p>People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. This week, you will read a short story set in the Edo period of Japan, “A Dose of What the Doctor Never Orders” is about Jinbei and his quest to work his way out of poverty.</p> <p>As you complete the reading, you will be asked to think about and respond to the text in connection to the unit’s Essential Question: What do our possessions reveal about us?</p>
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	<p>“The Thrill of the Chase”            Note-Catcher, First-Read Guide: Nonfiction            Pencil, Device-optional</p>

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G10_W8_L34	“A Dose of What the Doctor Never Orders”	First-Read the text, Write a Summary of the Text
<b>Day 2</b>	ELA_G10_W8_L35	“A Dose of What the Doctor Never Orders”	Close-Read the text, analyze author’s use of anecdotes
<b>Day 3</b>	ELA_G10_W8_L36	“A Dose of What the Doctor Never Orders”	Analyze Craft and Structure: Literary Nonfiction: Feature Story
<b>Day 4</b>	ELA_G10_W8_L37	“A Dose of What the Doctor Never Orders”	Modify Component of Text to Align with Personal Values
<b>Day 5</b>	ELA_G10_W8_L38	“A Dose of What the Doctor Never Orders”	Support or Refute Author’s Claim in Writing

# Weekly Text



## About the Author

**Ihara Saikaku** (1642–1693) was a Japanese poet and novelist who wrote during the revival of Japanese literature in the seventeenth century. Saikaku first became famous for his formidable ability to write tens of thousands of lines of poetry in just one day. However, he is best known for his novels, which detail the romantic adventures of members of the wealthy Japanese merchant class.

## BACKGROUND

The *Ishinhō* (982), the oldest surviving Japanese medical work, is based on older Chinese medical works and categorizes diseases and their treatments by the affected organs or parts. The *Keitekishū*, published in 1574, classifies diseases and symptoms into 51 groups, including ones related to old age. This selection copies the form of Japanese medical literature to tell a story.

## NOTES

- F**or each of the four hundred and four bodily ailments celebrated physicians have produced infallible remedies, but the malady which brings the greatest distress to mankind—to even the wisest and cleverest of us—is the plague of poverty.
- “Is there a treatment to cure this?” a poor man asked a gentleman of great wealth.
- “My dear fellow,” the rich man replied, “if you have lived till now without knowing such things, you have wasted precious years. In matters of health the best time to take preventive measures is before you reach the wrong side of forty, and you have left this consultation until rather late. However, I observe certain factors which may yet pull you through—your custom of wearing deerskin socks, for example, and bamboo clogs with thick leather soles. If that indicates your approach to life, we may even make a moderately rich man out of you. I have, it so happens, an

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excellent nostrum<sup>1</sup> called 'The Millionaire Pill,' and I shall give you the prescription:

4	Early rising	5 parts
5	The family trade	20 parts
6	Work after hours	10 parts
7	Economy	7 parts
8	Sound health	7 parts

9 "Grind the ingredients thoroughly, use common sense to get the proportions correct, mix carefully, swallow and inwardly digest twice daily—and there is no reason why you should not become a millionaire. However, during treatment it is imperative to abstain from certain noxious things:

- 10 1. Expensive foods, expensive women, silken suits for day-to-daywear.
- 11 2. Private palanquins<sup>2</sup> for wives; private lessons in music or poem-cards for eligible daughters.
- 12 3. A professor of percussion for the sons of the house.
- 13 4. Kickball, miniature archery, perfume appreciation, and poetry gatherings.
- 14 5. A craze for the tea ceremony, and for remodeling the best rooms on tea principles.
- 15 6. Flower-viewing, boating excursions, baths in the middle of the day.
- 16 7. Evenings out with friends, gambling parties, playing Go or backgammon.
- 17 8. Classes for townsmen in sword-drawing and dueling.
- 18 9. Temple-going, and preoccupation with the next world.
- 19 10. Getting involved in others' troubles, and standing surety.
- 20 11. Lawsuits over reclaimed land, and meddling in new mining projects.
- 21 12. Saké<sup>3</sup> with supper, excessive pipe-smoking, unnecessary journeys to Kyōto.
- 22 13. Backing Sumō<sup>4</sup> contests for charity, and giving too generously to temple funds.
- 23 14. Carving knick-knacks during business hours, and collecting fancy sword-accessories.
- 24 15. Familiarity with Kabuki<sup>5</sup> actors, and with brothel quarters.
- 25 16. Borrowing money at a monthly rate of more than eight in the thousand monme.

1. **nostrum** *n.* ineffective medicine prepared by an unqualified person.

2. **palanquins** *n.* covered vehicles for one passenger, carried on two horizontal poles by four or six bearers.

3. **Saké** (SAH kay) Japanese drink made from fermented rice and traditionally drunk warm in small porcelain cups.

4. **Sumō** (SOO moh) Japanese form of heavyweight wrestling.

5. **Kabuki** form of traditional Japanese drama.

- 26 “All these things are more deadly than blister-fly drugs or arsenic. I need hardly say, of course, that to taste any one of them is fatal—but the very idea of them must never enter your head.”
- 27 He bent close to his questioner’s ear—a little ear, full of the promise of poverty—and the man listened enraptured, accepting every word as a drop of pure gold. He resolved to follow this wealthy person’s advice, and to work unremittingly from morn till night.
- 28 But this was Edo,<sup>6</sup> unfortunately, where the competition would be stiff in whatever trade he chose. He would do well to select some line of business which was a little out of the ordinary. With this in mind, seeking inspiration, he stood for one whole day, from early dawn, at the southern end of Nihon<sup>7</sup> bridge. Truly, this was the place where all the provinces of Japan rubbed shoulders. The bridge was a mountain which moved, and no crowds at the Gion festival in Kyōto, nor at Osaka’s<sup>8</sup> Tenma carnival, were ever more tightly packed. Day after day brought new prosperity to Edo and age after age the power of its lord and the breadth of its highways grew. But even this great road of Tōri-chō, recently widened to twenty-four yards from side to side, was already too narrow. On the bridge itself, at any moment of the day he might have counted at least one horseman, one priest, and one halberdier. But no one dropped anything of value, and, screw his eyes though he might, he could not detect a single zeni. Reflecting on this, he came to appreciate the true value of the coin: it was not a thing to be lightly spent.
- 29 “The only way is to try my luck at a trade,” he told himself. “But if you start with empty hands these days—unless you’re a wrestling instructor or a midwife—there’s no hope of making money. I’ve never heard of a koban nor even a zeni sprouting from seedless soil. Can there be no way of making something out of nothing, I wonder?”
- 30 He was still looking about him and racking his brains when, back from the day’s work at the various daimyō<sup>9</sup> mansions, walking in their separate groups—now two hundred, now three hundred strong—came a procession of carpenters and roof-thatchers, chattering loudly and discordantly, side-locks falling over ears, heads comically disheveled, kimonos<sup>10</sup> dirty at the collar, waistbands tied outside their coats, sleeves frayed at the cuff. Some brandished two-yard measures as walking sticks. Most walked with hands in pockets and shoulders hunched. He needed

6. **Edo** former name of Tokyo, Japan.

7. **Nihon** (nee HOHN) Japanese name for Japan, along with Nippon (nee POHN).

8. **Osaka** (OH sah kah) port and commercial city in central Japan, on the island of Honshu.

9. **daimyō** (DY myoh) land owner who served the shogun, or military ruler, in medieval Japan.

10. **kimonos** (kih MOH nohz) long, loose robes with wide sleeves and tied with a sash, originally worn as a formal Japanese garment.

- 10 Other objects important to a sense of self included favorite rooms, artwork, jewelry, and clothing—all meaningful attachments to the body and the home. We found that academics were especially likely to cite books as favorite possessions, perhaps because they represent the knowledge on which their work is based. For other people, sporting goods represent what they can or could do, while the contents of wallets or purses were important because they indicated central characteristics such as age, sex, and organizational memberships, as well as personal power to spend (credit cards) and travel (driver’s license).
- 11 For some, collections were a significant part of their extended selves—possessions that had been acquired through considerable personal effort. For others, heirlooms were vital parts of family self, providing a sense of the past and of continuity with prior generations.
- 12 The third category of possessions important to the extended self is the less tangible one of time and place. To most of the people in our study, and others we interviewed, childhood was an especially important time of life. They tended to cherish memories, accurate or otherwise, of this period. We found that older people were most likely to name nearby cities, states, and countries as important to their sense of self, while younger ones generally named places farther away.
- 13 Our interviews showed that people can be as acquisitive of places they visit as they are of objects they collect. We even found a sedentary form of place acquisition. An Amish<sup>2</sup> man whose religion forbids him to drive a motorized vehicle collected the hometowns of people who visited his community. While speaking to us, he reeled off a list of their states and countries much as other people mention the places they have visited personally.
- 14 There were few surprises in the final major category of possessions—people and pets—that individuals used to define themselves. The most important people were generally parents, spouses, siblings, children, and favorite friend of the same sex. Prominent political figures and favorite stars of movies and television were usually at the opposite end of the “selfness” continuum, unrelated to the sense of identity.
- 15 The common idea that some people consider their pets part of the family (and therefore of themselves) was supported by a series of interviews with people who owned dogs, cats, ferrets, birds, and various other animals. While not all owners identified strongly with their pets, some felt closer to them than to their immediate families.

2. **Amish** belonging to a Christian group whose members favor plain lives free of modern conveniences.

- 16 Is the fact that we are what we possess desirable or undesirable? There is no simple answer, but certain advantages and disadvantages seem evident. Among the advantages is that possessions provide a sense of the past. Many studies have shown that the loss of possessions that follows natural disasters or that occurs when elderly people are put in institutions is often traumatic. What people feel in these circumstances is, quite literally, a loss of self. Possessions also help children develop self-esteem, and learning to share possessions may be important in the growth of both individual and aggregate senses of self.
- 17 Incorporating possessions deeply into the sense of self can also have undesirable consequences. Too much attachment to pets can reflect an unhealthy drive to dominate and possess power and result in less devotion to family and friends. Investing too much of the self in collections and other possessions may displace love from people to things. Regarding other people as parts of our self can lead to jealousy and excessive possessiveness. Or by identifying too strongly with a spouse or child, we may end up living vicariously, instead of developing our own potential. As Erich Fromm<sup>3</sup> asked in his book *To Have or To Be*, "If I am what I have and if what I have is lost, who then am I?" ❁

3. **Erich Fromm** (1900–1980) philosopher who studied the connections between psychology and society.

## Lesson 34

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	"A Dose of What the Doctor Never Orders" Text Note-catcher, First-Read Guide: Fiction Pencil, Device-optional WATCH VIDEO ELA_G10_W8_L34
<b>Read</b>	<p>Background Information: The story is about Jinbei and his quest to work his way out of poverty. He encounters a rich man who suggests a life of hard work and careful saving.</p> <p>Independently, or with a family member, caregiver, or friend, read or listen to the audio version of "A Dose of What the Doctor Never Orders." As in the past, perform the steps of the First-Read independently (Notice, Annotate, Connect, Respond) using the First-Read Guide: Fiction. Pay particular attention to the interaction Jinbei has with the wealthy man and what is offered as a prescription for wealth and future prosperity.</p>
<b>Think</b>	As you read, think about those individuals in society who have achieved great wealth. Have you ever wondered how they got to where they are?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: What was the wealthy man's attitude towards wealth? Compare this with your attitude towards wealth? <b>Capture your thoughts on your Note-catcher.</b>
<b>Write</b>	Task: <b>On the space provided on your Note-catcher confirm your understanding by writing a summary of the text.</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 34

## Day 1

**Talk:** What is the wealthy man's attitude towards wealth?

What is your attitude towards spending and saving? What influences your view on wealth and money?

**Write:** Confirm your understanding by writing a summary of the text.

Name:	Date:
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## First-Read Guide **FICTION**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

**NOTICE** *who* the story is about, *what* happens, *where* and *when* it happens, and *why* those involved react as they do.

**ANNOTATE** by marking vocabulary and key passages you want to revisit.

**CONNECT** ideas within the selection to what you already know and what you have already read.

**RESPOND** by completing the Comprehension Check and by writing a brief summary of the selection.

**First Read**

NOTICE ANNOTATE  
CONNECT RESPOND

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## Lesson 35

<b>Target</b>	I can complete Close-Read annotations to analyze how the use of dialogue enhances the intended message of a text.
<b>Text, Materials, Video Name</b>	"A Dose of What the Doctor Never Orders" Text Note-catcher Pencil, Device-optional WATCH VIDEO ELA_G10_W8_L35
<b>Read</b>	Independently, or with a family member, caregiver, or friend, read the first two pages of the story. Pay particular attention to the paragraphs: 3, 8, which highlight the use of dialogue in the text.
<b>Think</b>	Think about the style of writing of this short story differs from those short stories we've read earlier this unit. The author tells this story in a linear fashion, with very long, descriptive paragraphs. The dialogue includes character's conversations with himself.
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: How does the use of dialogue, help drive interest in the story and shape the characters? <b>Capture notes from your discussion in the space provided on your Note-catcher.</b>
<b>Write</b>	Task: At the beginning of the story, the author writes "...the malady* which brings the greatest distress to mankind...is the plague of poverty." Why does the author liken the condition of poverty to an illness or ailment? How does this comparison set the stage for the rest of the story? <b>Document your response in the space provided on your Note-catcher.</b>  *The meaning of malady in this instance is an illness or ailment.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 35

### Day 2

**Talk:** How does the use of dialogue, help drive interest in the story and shape the characters?

**Write:** At the beginning of the story, the author writes "...the malady\* which brings the greatest distress to mankind...is the plague of poverty." Why does the author liken the condition of poverty to an illness or ailment? How does this comparison set the stage for the rest of the story?

## Lesson 36

<b>Target</b>	I can analyze in detail an author’s use of extended metaphor by applying my knowledge of metaphors to uncover multiple levels of meaning.
<b>Text, Materials, Video Name</b>	“A Dose of What the Doctor Never Orders” Text Note-catcher Pencil, Device-optional WATCH VIDEO ELA_G10_W8_L36
<b>Read</b>	Independently, or with a family member, caregiver, or friend, read paragraph 3 of the text, which contains the nostrum (or ) that the wealthy man refers to as “The Millionaire Pill”
<b>Think</b>	If you had to come up with a recipe for success, what would be the ingredients? <b>Document your thoughts with words, pictures or percentages on your note-catcher.</b>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Reference paragraph 3 and note what the two largest parts of the wealthy man’s prescription? What are the two smallest parts? Discuss whether you agree with the importance he places on the individual parts.
<b>Write</b>	Task: <b>In the space provided on your Note-catcher respond to the following question:</b> For what reasons might family trade and work after hours be the biggest portions of “The Millionaire Pill”? How does Jinbei respond to these suggestions?
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 36

### Day 3

**Think:** If you had to come up with a recipe for success, what would be the ingredients?

**Write:** For what reasons might family trade and work after hours be the biggest portions of "The Millionaire Pill"? How does Jinbei respond to these suggestions?

## Lesson 37

<b>Target</b>	I can apply decoding skills to language to paraphrase words and sentences in order to connect a piece of writing to present day/circumstances.
<b>Text, Materials, Video Name</b>	“A Dose of What the Doctor Never Orders” Text Note-catcher Pencil, Device-optional WATCH VIDEO ELA_G10_W8_L37
<b>Read</b>	Independently, or with a family member, caregiver, or friend, reread paragraph 5 of the text including the list of items to abstain from in one’s quest towards wealth, according to the wealthy man.
<b>Think</b>	As you are reviewing the list, reflect on the author’s use of the word “noxious,” which means, Why does the wealthy man refer to the items on the list of things to avoid as “noxious”? Which means, harmful, poisonous, or very unpleasant.
<b>Talk</b>	With your family member, caregiver, or friend, talk about the list of 16 “noxious” things. <b>Select 5-10 of these things and paraphrase them in your own words using the list located on your Note-catcher.</b>
<b>Write</b>	Task: <b>On the space provided on your Note-catcher</b> , create your own updated list of things young people should avoid if they want to become wealthy. Your list may be inspired by those things listed in the story or may be completely your own. Explain your decision behind what you chose to include and what you decided to leave out.
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 37

### Day 4

**Talk:** Select 5-10 of these things and paraphrase them in your own words in the space provided. Use context clues and a dictionary if needed.

- 1) Expensive foods, expensive women, silken suits for day-to-day wear.
- 2) Private palanquins for wives; private lessons in music or poem-cards for eligible daughters.
- 3) A professor of percussion for the sons of the house.
- 4) Kickball, miniature archery, perfume appreciation, and poetry gatherings.
- 5) A craze for the tea ceremony, and for remodeling the best rooms on tea principles.
- 6) Flower-viewing, boating excursions, baths in the middle of the day.
- 7) Evenings out with friends, gambling parties, playing Go or backgammon.
- 8) Classes for townsmen in sword-drawing and dueling.
- 9) Temple-going, and preoccupation with the next world.
- 10) Getting involved in others' troubles, and standing surety.

11) Lawsuits over reclaimed land, and meddling in new mining projects.

12) Sake with supper, excessive pop-smoking, unnecessary journeys to Kyoto.

13) Backing Sumo contests for charity, and giving too generously to temple funds.

14) Carving knick-knacks during business hours, and collecting fancy sword-accessories.

15) Familiarity with kabuki actors, and with brothel quarters.

16) Borrowing money at a monthly rate of more than eight in the thousand monme.

**Write:** Create your own updated list of things young people should avoid if they want to become wealthy. Your list may be inspired by those things listed in the story or may be completely your own. Explain your decision behind what you chose to include and what you decided to leave out.

## Lesson 38

<b>Target</b>	I can apply my knowledge of the central message of the text to make connections across texts and cultures.
<b>Text, Materials, Video Name</b>	"A Dose of What the Doctor Never Orders" Text Note-catcher Pencil, Device-optional WATCH VIDEO ELA_G10_W8_L38
<b>Read</b>	Independently, or with a family member, caregiver, or friend, reread paragraphs 8 and 9 of the text. Pay attention to the way the author describes the inner thoughts of Junbei.
<b>Think</b>	There are many unfamiliar cultural references included in this text. While they exist and may be difficult to understand and visualize the author's message is universal and can apply to all cultures. How is Junbei's struggle to make something out of nothing relevant today.
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: After speaking with the wealthy man, how does Jinbei make something out of nothing? What lesson can we learn from his actions? <b>Document your thoughts on your Note-catcher.</b>
<b>Write</b>	Task: Respond to the following question in the space provided on your Note-catcher: The end of the story concludes with "The golden rule for men is to save in you and spend in old age. It is impossible to take your money to heaven and it's essential to have it on earth" : Could lessons such as the ones in the story help to "cure" poverty? Explain your answer citing relevant and specific information from the text in your answer.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 38

### Day 5

**Talk:** After speaking with the wealthy man, how does Jinbei make something out of nothing? What lesson can we learn from his actions?

**Write:** Could lessons such as the ones in the story help to “cure” poverty? Explain your answer citing relevant and specific information from the text in your answer.

# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 6/8/20 to 6/12/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. Over the course of Unit 4, You will read selections about people whose relationships with things reveal what is valuable to them and about people who long for more and people who lose it all. In this week’s text, “My Possessions, Myself,” you will explore some of the sociological/psychological factors that contribute to how humans define themselves as individuals, and what they place value on when determining their identity. As you complete the reading, you will be asked to think about and respond to the texts in connection to the unit’s Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Text: “My Possessions, Myself”</li> <li>• Materials: Note-Catcher, First-Read Guide: Nonfiction, Close-Read Guide: Nonfiction, Pencil, Computer or Technological Device (optional)</li> </ul>

	Watch	Read	Do
<b>Day 1</b>	ELA_G10_W9_L39	“My Possessions, Myself”	First Read and Comprehension Check
<b>Day 2</b>	ELA_G10_W9_L40	“My Possessions, Myself”	Close Read and QuickWrite
<b>Day 3</b>	ELA_G10_W9_L41	“My Possessions, Myself”	Analyze the Text
<b>Day 4</b>	ELA_G10_W9_L42	“My Possessions, Myself”	Plan and Design Research Study
<b>Day 5</b>	ELA_G10_W9_L43	“My Possessions, Myself”	Conduct Research Study and Reflect

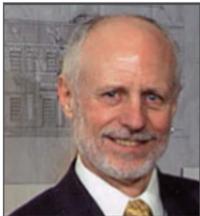
# My Possessions, Myself

## My Possessions, Myself

Russell W. Belk



### About the Author



**Russell W. Belk** is an authority in the field of consumer research. His work focuses on how people relate to each other through possessions. Belk received a B.S. and a Ph.D. from the University of Minnesota. He has taught marketing at University of Exeter in England and York University in Canada.



### BACKGROUND

People's sense of identity is shaped in part by their material possessions. Gifts, heirlooms, memories, other people, and pets are also extensions of the self and are the connections between what we have, what we do, and who we are.

**B**urglary victims often say that they feel they have been personally polluted. . . . Since they never had any personal contact with the burglar, what has been violated is the sense of self that exists in their jewelry, clothing, photographs, and other personal possessions.

The feeling of violation goes even deeper since the burglar has also wounded the family's sense of identity by penetrating its protective skin, the family home. Clearly, the sense of self is not only individual. Heirlooms, for example, can represent and extend a family's sense of identity, while public buildings, monuments, and parks help us develop regional and national identities. Although we Americans think of ourselves as highly individualistic, aggregate<sup>1</sup> identity is important to us, as the willingness to preserve and restore symbols such as the Statue of Liberty shows.

1. **aggregate** (AG ruh giht) *adj.* gathered together into a whole; taken as one.

### NOTES

- 3 What we possess is, in a very real way, part of ourselves. Our thoughts and our bodies are normally the most central part of our self-concept. But next in importance are what we do—our occupations and skills—and what we have—our unique set of possessions. The fact that jewelry, weapons, and domestic utensils are found in prehistoric burial sites is evidence that we have long considered possessions as part of the person, even after death.
- 4 We find the same identification of people with possessions in examples as diverse as the reverence religions pay to relics of saints and prophets, the intensity of autograph hounds, the emphasis auctioneers place on the previous ownership of objects up for bid and the difficulty secondhand stores have in selling . . . garments worn close to the body. In each case a sense of the prior owners is thought to remain in the things that touched their lives.
- 5 We generally include four types of possessions in our personal sense of self: body and body parts, objects, places and time periods, persons and pets. Body parts are normally so well integrated into our identities that we think of them as “me” rather than merely “mine.” But several studies have shown that body parts vary widely in their importance to us.
- 6 Recently, doctoral student Mark Austin and I gave 248 adults a group of cards, each of which listed a single item in one of the four categories: body parts such as kidneys, hearts, and knees; objects such as a favorite dessert or the contents (other than money) of your wallet; places and times such as a favorite city or time of life; and particular people or pets.
- 7 We asked people to put the 96 cards in two piles, things they considered self and nonself. They then sorted each of these into two piles representing a little or a lot of self or nonself. We then gave each pile a “self” score (1, 2, 3, 4) and calculated average scores for each card. This gave us a rating of how central each item was to the sense of identity . . .
- 8 Objects were somewhat less central than body parts to the sense of self. Not surprisingly, the most important material possessions were dwellings, automobiles, and favorite clothes—each a kind of second skin that embellishes the self we present to others. Automobiles were particularly important to the identities of the men.
- 9 For both houses and cars, the more recently they had been acquired and the better their condition, the more important they were to someone’s sense of self; and the more important they were, the better care they got—dusting, painting, and remodeling in the case of houses; washing, waxing and oil changing for the cars. The similarities stopped when it came to the possession’s age. Here, older houses and newer cars were considered more important parts of the self. It may be that houses are looked on as heirlooms, for which age is a virtue, while new cars run and look better.

- 10 Other objects important to a sense of self included favorite rooms, artwork, jewelry, and clothing—all meaningful attachments to the body and the home. We found that academics were especially likely to cite books as favorite possessions, perhaps because they represent the knowledge on which their work is based. For other people, sporting goods represent what they can or could do, while the contents of wallets or purses were important because they indicated central characteristics such as age, sex, and organizational memberships, as well as personal power to spend (credit cards) and travel (driver’s license).
- 11 For some, collections were a significant part of their extended selves—possessions that had been acquired through considerable personal effort. For others, heirlooms were vital parts of family self, providing a sense of the past and of continuity with prior generations.
- 12 The third category of possessions important to the extended self is the less tangible one of time and place. To most of the people in our study, and others we interviewed, childhood was an especially important time of life. They tended to cherish memories, accurate or otherwise, of this period. We found that older people were most likely to name nearby cities, states, and countries as important to their sense of self, while younger ones generally named places farther away.
- 13 Our interviews showed that people can be as acquisitive of places they visit as they are of objects they collect. We even found a sedentary form of place acquisition. An Amish<sup>2</sup> man whose religion forbids him to drive a motorized vehicle collected the hometowns of people who visited his community. While speaking to us, he reeled off a list of their states and countries much as other people mention the places they have visited personally.
- 14 There were few surprises in the final major category of possessions—people and pets—that individuals used to define themselves. The most important people were generally parents, spouses, siblings, children, and favorite friend of the same sex. Prominent political figures and favorite stars of movies and television were usually at the opposite end of the “selfness” continuum, unrelated to the sense of identity.
- 15 The common idea that some people consider their pets part of the family (and therefore of themselves) was supported by a series of interviews with people who owned dogs, cats, ferrets, birds, and various other animals. While not all owners identified strongly with their pets, some felt closer to them than to their immediate families.

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2. **Amish** belonging to a Christian group whose members favor plain lives free of modern conveniences.

- 16 Is the fact that we are what we possess desirable or undesirable? There is no simple answer, but certain advantages and disadvantages seem evident. Among the advantages is that possessions provide a sense of the past. Many studies have shown that the loss of possessions that follows natural disasters or that occurs when elderly people are put in institutions is often traumatic. What people feel in these circumstances is, quite literally, a loss of self. Possessions also help children develop self-esteem, and learning to share possessions may be important in the growth of both individual and aggregate senses of self.
- 17 Incorporating possessions deeply into the sense of self can also have undesirable consequences. Too much attachment to pets can reflect an unhealthy drive to dominate and possess power and result in less devotion to family and friends. Investing too much of the self in collections and other possessions may displace love from people to things. Regarding other people as parts of our self can lead to jealousy and excessive possessiveness. Or by identifying too strongly with a spouse or child, we may end up living vicariously, instead of developing our own potential. As Erich Fromm<sup>3</sup> asked in his book *To Have or To Be*, "If I am what I have and if what I have is lost, who then am I?" 🐼

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3. **Erich Fromm** (1900–1980) philosopher who studied the connections between psychology and society.

## Lesson 39

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: "My Possessions, Myself"</li> <li>• Materials: Note-Catcher, First-Read Guide: Nonfiction, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO ELA_G10_W9_L39</li> </ul>
<b>Read</b>	<p>Independently or with family member, caregiver, or friend, <b>read "My Possessions, Myself."</b></p> <p>As in the past, <b>complete the First-Read routine</b> (Notice, Annotate, Connect, Respond) on the First-Read Guide: Nonfiction</p>
<b>Think</b>	As you read, <b>think about the guiding questions that are included in the First-Read Guide: Nonfiction.</b> These will help you complete your guide and engage in the analysis activities later on in the week.
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following question:</p> <p><b>Which of the four categories for possessions (paragraph 5) are most important to your personal sense of self? Which are least important?</b></p>
<b>Write</b>	<b>Complete the Comprehension Check questions</b> from your note-catcher
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your <b>overall opinion of the text</b> with someone and discuss whether or not this makes you think differently about your possessions</li> <li>• After you complete your assignment remember to <b>read a book</b> with a family member, caregiver, or friend for <b>20 minutes</b>.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 39

### Day 1

**Jump Start:** What are your most prized possessions? Why do these things matter so much to you?

**First-Read:** Fill in the First-Read Guide: Nonfiction found on the next page. Use the questions at the top of each box to guide you.

**Comprehension Check:** Answer each of the questions below to fully support you in comprehending the text. Cite textual evidence when possible.

6. What does this article say has been violated when someone is robbed of a personal possession?
  
7. What are the four types of possessions in our personal sense of self?
  
8. What happened to the importance of houses and cars over time, according to the study?
  
9. What did the Amish man mentioned in the article collect?
  
10. To confirm your understanding, write a summary of "My Possessions, Myself."

# First-Read Guide **NONFICTION**

Use this page to record your first-read ideas.

My Possessions, Myself

Selection Title: \_\_\_\_\_

**NOTICE**

**NOTICE** the general ideas of the text.  
*What is it about? Who is involved?*

What kinds of possessions do people tend to value the most when considering the concept of "self"

**ANNOTATE**

**ANNOTATE** by marking vocabulary and key passages you want to revisit.

What are the key details of the research study (paragraph 6) and how can the findings be applied to the rest of humankind?



**CONNECT** ideas within the selection to what you already know and what you have already read.

What are some possessions listed in the text that you also own and how important are these possessions to you?

**RESPOND** by completing the Comprehension Check and by writing a brief summary of the selection.

How could you summarize this article (in 3 sentences or less) to your teacher.

**CONNECT**

**RESPOND**

## Lesson 40

<b>Target</b>	I can complete Close-Read annotations to help analyze how an author uses extended metaphors to make a reader think critically about a topic
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: “My Possessions, Myself”</li> <li>• Materials: Note-Catcher, Close-Read Guide: Nonfiction, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO ELA_G10_W9_L40</li> </ul>
<b>Read</b>	<p>Independently or with family member, caregiver, or friend, <b>reread paragraphs 1-2 and 8</b> of “My Possessions, Myself.” We will use these paragraphs to help us analyze the author’s extended metaphor.</p> <p>As in the past, <b>complete the Close-Read routine</b> (Annotate, Question, Conclude) on the Close Read Guide: Nonfiction.</p>
<b>Think</b>	<p>An <b>extended metaphor</b> is a metaphor (comparison of two things without using the words “like” or “as”) that is developed in great detail. The amount of detail can vary from that of a sentence or a paragraph, to encompassing an entire work. In an extended metaphor, the author takes a single metaphor and employs it at length, using various subjects, images, ideas and situations. <b>On your Note-catcher define extended metaphor in your own words.</b></p> <p>As you read, <b>think about the guiding questions</b> related to extended metaphors that are included on the Close-Read Guide: Nonfiction.</p>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: <b>Would this article have been as interesting or thought provoking without the extended metaphor? Explain.</b>
<b>Write</b>	Pick a paragraph from the text that grabbed your attention (it can be any paragraph). <b>On your note-catcher, complete the QuickWrite.</b> Explain why you chose that passage and the power it had on the overall text.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 40

### Day 2

Define “extended metaphor” in your own words:

**Close Read:** As you reread paragraphs 1-2 and 8, fill in the Close-Read Guide: Nonfiction found on the next page. Only fill in the “Close Read the Text” and the “Analyze the Text” boxes for right now. Use the questions at the top of each box to guide you.

**QuickWrite:** Pick a paragraph from the text that grabbed your attention (it can be any paragraph). Explain why you chose that passage and the power it had on the overall text. Write your response under the “QuickWrite” box on your Close-Read Guide: Nonfiction.

# Close-Read Guide **NONFICTION**

Use this page to record your close-read ideas.

My Possessions, Myself

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.

Paragraphs 1-2 and 8: Notice what the author is comparing possessions to. Ask yourself why he might make this comparison. Conclude whether or not it was effective.



## 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.

Why did the author choose this specific extended metaphor? Why did he choose to reference it in the paragraphs that he did?

## QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

# Lesson 41

<b>Target</b>	I can engage in a critical review of a text to determine the advantages and disadvantages of being a culture that is driven by personal possessions
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: “My Possessions, Myself”</li> <li>• Materials: Note-Catcher, Close-Read Guide: Nonfiction, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO ELA_G10_W9_L41</li> </ul>
<b>Read</b>	Independently or with family member, caregiver, or friend, <b>reread paragraphs 16 and 17</b> of “My Possessions, Myself,” with a specific <b>focus on the advantages and disadvantages</b> the author provides in relation to the fact that “we are what we possess.”
<b>Think</b>	As you’re reading, think about the following question and jot your thoughts on the note-catcher: “ <b>Do I agree with the advantages and disadvantages the author lists? Are there additional advantages and disadvantages that the author missed? Explain.</b> ”
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: “ <b>Overall, do you feel like personal possessions are having positive or negative long-term impact on our well-being? Explain.</b> ”
<b>Write</b>	Complete the <b>Analyze the Text questions</b> on the note-catcher
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your responses to <b>#4 and #5 of the Analyze the Text Questions</b> with someone</li> <li>• After you complete your assignment remember to <b>read a book</b> with a family member, caregiver, or friend for <b>20 minutes</b>.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 41

## Day 3

As you are reading, think about the following question and jot your thoughts below.

Do I agree with the advantages and disadvantages the author lists? Are there additional advantages and disadvantages that the author missed? Explain

**Analyze the Text Questions:** After you finish reading, answer the questions below. Remember to use textual evidence in your answers.

- 5) (a) Why are books, sporting goods, and the contents of wallets so important to some people? (b) List similar possessions you value as a part of your identity
  
- 6) **Why might a person or family choose to bury their loved one with some of his or her possessions?**
  
- 7) Answer the author's question: "Is the fact that we are what we possess desirable or undesirable?" Explain.
  
- 8) (a) What does the article assert may be a problem if one becomes too attached to pets, collections, etc.? (b) **Are these behaviors healthy? Why?**

## Lesson 42

<b>Target</b>	I can plan and design a research study that explores how my family/friends connect personal possessions to their definition of “self.”
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: “My Possessions, Myself”</li> <li>• Materials: Note-Catcher, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO ELA_G10_W9_L42</li> </ul>
<b>Read</b>	<p><b>Reread paragraphs 5-7</b> of “My Possessions, Myself,” with a specific <b>focus on the research study</b> that the author and his colleague conducted with 248 adults.</p> <p>On your note-catcher, <b>take notes</b> to help you fully understand all of the components of this research study. Use the guiding questions provided for support.</p>
<b>Think</b>	<p>After fully comprehending the research study, think about the following questions and then write your answers on the note-catcher.</p> <p><b>“If I were to conduct this research study on a family member/friend, who would I choose? Why? Who is my second choice? Why?”</b></p>
<b>Talk</b>	<p>Reach out to the family member/friend that you chose and briefly <b>explain</b> to them the <b>purpose of the research</b> study (do not reveal too many details). <b>Ask them if they are interested</b> in participating with you tomorrow. If they do not agree, reach out to your second choice. Keep asking people until you <b>find someone that agrees</b>.</p>
<b>Write</b>	<p>On your note-catcher, <b>brainstorm</b> a list of <b>items</b> that fit into the <b>four categories</b> of possessions (32 items total, 8 per category). Keep the items general.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• <b>Review</b> your brainstorming list and make sure none of the items listed are <b>too specific</b> to the person you are interviewing.</li> <li>• After you complete your assignment remember to <b>read a book</b> with a family member, caregiver, or friend for <b>20 minutes</b>.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 42

### Day 4

**Understanding the Research Study:** Reread paragraphs 5-7 of “My Possessions, Myself” and answer the questions below to help you fully understand the research study.

What are the four types of possessions in our personal sense of self?	1: 2: 3: 4:
What are some examples of each of the four types of possessions?	1: 2: 3: 4:
What are the 1 <sup>st</sup> two piles that participants sorted cards into?	Pile 1: Pile 2:
After sorted into the 1 <sup>st</sup> two piles, what are the 2 <sup>nd</sup> two piles to sort cards into?	Pile 1: Pile 2:

**Reflection Question:** “If I were to conduct this research study on a family member/friend, who would I choose? Why? Who is my second choice? Why?”

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

**Brainstorm:** Generate a list of items that fit into the four categories of possessions

<u>Body and body parts</u>	<u>Objects</u>	<u>Places and time periods</u>	<u>Persons and pets</u>
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)
5)	5)	5)	5)
6)	6)	6)	6)
7)	7)	7)	7)
8)	8)	8)	8)

## Lesson 43

<b>Target</b>	I can conduct a research study that explores the concept of “self” and draw conclusions from my research.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Text: “My Possessions, Myself” (only as a reference if needed)</li> <li>• Materials: Note-Catcher, Pencil, Computer or Technological Device (optional)</li> <li>• WATCH VIDEO ELA_G10_W9_L43</li> </ul>
<b>Read</b>	<b>Reread the list of possessions you brainstormed</b> yesterday and make a prediction on which items your person will sort into the “self” pile and which items they will sort into the “non-self” pile.
<b>Think</b>	<p>After double checking your list, think about <b>how</b> you want <b>to execute the research</b>.</p> <p>Look at the <b>suggested options</b> on the note-catcher and circle the one that works best for you. Prepare accordingly.</p>
<b>Talk</b>	Sit down with the person you chose (or call if they don't live with you) and <b>begin the research process</b> . Follow the same process that was described in the article “My Possessions, Myself.” A summary of this process is also described in your note-catcher.”
<b>Write</b>	<b>Look through the results</b> from your research. On your note-catcher, answer the guided questions to help you reflect on the data from your research.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• <b>Share your findings</b> with the person you researched. Ask them if they think your conclusions are <b>accurate</b>. Why or why not?</li> <li>• After you complete your assignment remember to <b>read a book</b> with a family member, caregiver, or friend for <b>20 minutes</b>.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 43

## Day 5

**Executing the Research:** Look at the suggested options below and circle the one that works best for you. Prepare accordingly.

Option 1: Write each item on a separate notecard and have your person sort the items into the appropriate piles (just like they did in the original study)

Option 2: Read out the items to your person in a random order. Have your person sort them onto separate sheets of paper as you read them.

**Refresher of the Research Process:** Here is a summary of how you should conduct the research with your person. Remember this may vary a little based on the option you selected above.

Step 1	Sort the 32 cards into 2 separate piles (items they consider to be a part of their " <u>self</u> " and items they consider to be a part of their " <u>non-self</u> ")
Step 2	Sort the cards from the "self" pile into 1 of 2 new piles (items that represent a " <u>lot of self</u> " and items that represent a " <u>little of self</u> ")
Step 3	Sort the cards from the "non-self" pile into 1 of 2 new piles (items that represent a " <u>lot of non-self</u> " and items that represent a " <u>little of non-self</u> ")

**Findings:** Answer the questions below to help you reflect on the data from your research.

- 1) Did your person sort more items in the "self" or the "non-self" pile?
- 2) What were some of the items your person sorted into the "self" pile and "non-self" pile that surprised you the most?
- 3) What were some of the items your person sorted into the "little of self" pile and the "lot of non-self" pile that surprised you the most?
- 4) Overall, based on what you know about your person, did your research match with your predictions on how your person would sort items? Explain.

# Grade 10 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 6/15 /20 to 6/19/20

To access videos via url, visit Web Address: [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

<b>Directions</b>	People choose both the quantity and quality of their “stuff.” Their choices provide insights into their circumstances and their values. What we choose to include in these time capsules will be a reflection of what we value. Should we have a chance to open these time capsules in the future, it will be interesting to see how what we thought we wanted and needed at this time. As you complete the reading and activities, you will be asked to think about and respond to the text in connection to the unit’s Essential Question: What do our possessions reveal about us?
<b>Guiding Question #1</b>	How do people decide what they value?
<b>Guiding Question #2</b>	How do we decide what we want versus what we need?
<b>Materials Needed</b>	“A Time Capsule Long Forgotten at the Space Needle, is Found” Text from the New York Times Note-Catcher, First-Read Guide: Nonfiction Pencil, Device-optional

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b><u>Day 1</u></b>	ELA_G10_W10_L44	“A Time Capsule Long Forgotten at the Space Needle, is Found”	First-Read the text, Write a Response to the text
<b><u>Day 2</u></b>	ELA_G10_W10_L45	“A Time Capsule Long Forgotten at the Space Needle, is Found”	Close-Read for character motivations
<b><u>Day 3</u></b>	ELA_G10_W10_L46	Reflect on Unit Texts	Document Plans for Time Capsule in Writing
<b><u>Day 4</u></b>	ELA_G10_W10_L47	Reflect on Unit Texts	Reflect on Learning, Write a Letter as a Time Capsule
<b><u>Day 5</u></b>	ELA_G10_W10_L48	Reflect on Unit Texts	Write a Letter to Your 10-Year Future Self

## Weekly Text

# *A Time Capsule, Long Forgotten at the Space Needle, Is Found*



The Space Needle in Seattle, where a time capsule that was long forgotten was finally opened on Friday. Credit...Matt Lutton/Boreal Collective for The New York Times

By **Jacey Fortin**

Nov. 18, 2017

Construction workers in Seattle unearthed a long-forgotten time capsule at the Space Needle this week. Millions of people who visited the 605-foot tower in the past 35 years likely walked right by it.

Not that they would have noticed.

At some point long ago, there was an adjacent plaque advertising the capsule's existence and noting that it should be opened in 2002. But somewhere along the way, that plaque disappeared.

The year 2002 came and went. Space Needle employees who helped install the capsule scattered, and memories faded.

But this week, construction workers completing a \$100 million renovation stumbled upon the capsule. The heavy metal box was on the observation deck level, attached to a steel support bar and hidden behind plaster encasement. It was not far from the doors to one of the main elevators — the so-called Blue Elevator, to be exact.

Word of the discovery got to Rod Kauffman, who was the operations manager at the Space Needle in 1982 and helped to put the capsule together. And so on Friday morning — more than 15 years late — the capsule was opened, and Mr. Kauffman, wearing a hard hat and reflective vest, went through the capsule's contents, item by item.

There were letters, photographs and postcards from 1982. Some mementos dated all the way to 1962, the year the Space Needle opened and Seattle hosted the World's Fair.

Mr. Kauffman pulled out a master key that he said “opened every lock in the Space Needle” in 1982. He pointed to a black-and-white photograph of three women in shiny dresses: “elevator operators from 1962.” There was an old menu for the restaurant, Top of the Needle, offering crayfish bisque and scallops primavera. There was an old reel of audio tape, and on it, a recording of a 1982 broadcast commemorating the 20th anniversary of the World's Fair.

In a phone interview, Mr. Kauffman said he was excited not only about those items, but also about the capsule itself. On the outside was a sketch of the tower by John Graham, the architect who designed the Space Needle. And Mr. Kauffman's own wife, whom he met on the elevator at the Space Needle, had written in careful calligraphy on the top: “Time Capsule to be opened April 21, 2002.”

“People are like, ‘Well, why was there a 15-year lag?’” said Dave Mandapat, the Space Needle's public relations director. “And it's because I don't think anyone knew about it.”

Mr. Mandapat, who has worked at the Space Needle for 21 years, had heard that a capsule existed at the Space Needle — but he didn't know where. Ahead of this year's renovation project, he spoke with people like Bob Witter, who was a duty manager at the Space Needle in

1982. But Mr. Mandapat could never pinpoint the exact location of the capsule and thought that perhaps it had been lost in some renovation project.

He was happy the capsule was unveiled Friday morning. But perhaps not as much as Mr. Witter, who loves the Space Needle so much he got married in it.

Mr. Witter was even there as a child, at the 1962 World's Fair, and one of his contributions to the capsule was a photograph from that event. Another was paint chips: In 1982, he climbed to the roof of the tower to dig out some flakes of the orange hue that had topped the tower two decades earlier.

“Thankfully, this renovation project happened,” Mr. Witter said. “Because had this not happened, the mystery would have gone on and on and on.”

So what now for the capsule and the dozens of keepsakes inside? That is still up for discussion.

Mr. Mandapat said the time capsule might be hidden away again next year — this time, with instructions not to open it up again until 2062, the Seattle World's Fair centennial. No word yet on how they'd make sure it isn't forgotten again.

A version of this article appears in print on Nov. 19, 2017, Section A, Page 30 of the New York edition with the headline: Time Capsule in Seattle, Long Forgotten, Is Found. [Order Reprints](#) | [Today's Paper](#) | [Subscribe](#)

Link to Original Text:

<https://www.nytimes.com/2017/11/18/us/time-capsule-space-needle.html>

## Lesson 44

<b>Target</b>	I can complete First-Read annotations to help with comprehension and future analysis of the text.
<b>Text, Materials, Video Name</b>	“A Time Capsule Long Forgotten at the Space Needle, is Found” Text Note-catcher, First-Read Guide: Nonfiction Pencil, Device-optional WATCH VIDEO ELA_G10_W10_L44
<b>Read</b>	Background Information: A time capsule is historic collection of goods or information, usually intended as an intentional communication with future people, or even your future self.  Independently, or with a family member, caregiver, or friend, read, “A Time Capsule Long Forgotten at the Space Needle, is Found” text. As in the past, perform the steps of the First-Read independently (Notice, Annotate, Connect, Respond) using the First-Read Guide: Fiction. Pay particular attention to the interaction Jinbei has with the wealthy man and what is offered as a prescription for wealth and future prosperity.
<b>Think</b>	As you begin to read the text, think about the following questions: What do you know about time capsules? What do you think is the point of creating and hiding a collection of items or literature for years?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: What time period would you be most interested in seeing a time capsule from? What do you think a time capsule from 2004 (close to your birth year) might contain? <b>Document your thoughts on the space provided in your Note-catcher.</b>
<b>Write</b>	Task: Think about this unit's essential question: What do our possessions say about us? <b>In the space provided on your Note-catcher,</b> Write about the contents of the time capsule left at the Space Needle. How do they reflect what was important to those who created it back in 1982?
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 44

### Day 1

**Talk:** What time period would you be most interested in seeing a time capsule from?

What do you think a time capsule from 2004 (close to your birth year) might contain?

**Write:** Think about this unit's essential question: What do our possessions say about us? Make a connection with the contents of the time capsule left at the Space Needle. How do they reflect what was important to those who created it back in 1982?

Name:	Date:
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### First-Read Guide **NONFICTION**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

**NOTICE**  
NOTICE the general ideas of the text.  
What is it about? Who is involved?

**ANNOTATE**  
ANNOTATE by marking vocabulary and key passages you want to revisit.

**CONNECT**  
CONNECT ideas within the selection to what you already know and what you have already read.

**RESPOND**  
RESPOND by completing the Comprehension Check and by writing a brief summary of the selection.

**First Read**  
NOTICE ANNOTATE  
CONNECT RESPOND

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## Lesson 45

<b>Target</b>	I can complete Close-Read annotations to analyze connections between the events documented in the text and individuals' motivations.
<b>Text, Materials, Video Name</b>	"A Time Capsule Long Forgotten at the Space Needle, is Found" Text Note-catcher Pencil, Device-optional WATCH VIDEO ELA_G10_W10_L45
<b>Read</b>	Independently, or with a family member, caregiver, or friend, reread the text paying special attention to the names and history of the people involved in the creation and opening of the time capsule left at the Space Needle.
<b>Think</b>	Question: If you could open the time capsule created by someone you care about or a person you admire, who would it be? What types of items would you like to see included in that time capsule. What would you hope to gain from opening that person's time capsule? <b>Capture your response on your Note-catcher.</b>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following question: Do you think the management at the Space-Needle made the right decision to have Rod Kauffman, the operations manager at the Space Needle in 1982, be the first person to go through the contents of the time capsule?
<b>Write</b>	Task: Think about the various items placed in the Space Needle time capsule and the individuals who included specific items. After reviewing your Close-Read annotations, select one of the items place in the time capsule by a specific person and relate why you believe that individuals felt it necessary to include that item in the time capsule. <b>Document your response on your Note-catcher.</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 45

### Day 2

**Think:** If you could open the time capsule created by someone you care about or a person you admire, who would it be? What types of items would you like to see included in that time capsule. What would you hope to gain from opening that person's time capsule?

**Write:** Select one of the items place in the time capsule by a specific person and relate why you believe that individuals felt it necessary to include that item in the time capsule.

## Lesson 46

<b>Target</b>	I can describe material possessions intended for a time capsule using precise language and can match each item with a personal value.
<b>Text, Materials, Video Name</b>	“A Time Capsule Long Forgotten at the Space Needle, is Found” Text Note-catcher Pencil, Device-optional WATCH VIDEO ELA_G10_W10_L46
<b>Read</b>	With a family member, caregiver, or friend, review the text for the items included in the time capsule left at the Space Needle.
<b>Think</b>	Think about the items you might want to include in a physical time capsule. If you were only limited to your possessions, what might you choose to include in a time capsule? <b>Brainstorm and capture an initial list of items on the space provided on your Note-catcher.</b>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: When would you want your personal time capsule to be opened? Who would you want to open it?
<b>Write</b>	Task: Select three of the items you brainstormed to include in your personal time capsule. In the space provided on your note-catcher elaborate on each of these items by stating what the object is, why it's important to you, and what it says about your values at this time.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

## Note-Catcher/Handout/Student Activity Lesson 46

### Day 3

**Think:** If you were only limited to your possessions, what might you choose to include in a time capsule. Brainstorm a list of ideas in this space.

**Write:** Select three of the items from above you brainstormed to include In the space provided on your note-catcher elaborate on each of these items by stating what the object is, why it's important to you, and what it says about your values at this time.

## Lesson 47

<b>Target</b>	I can organize my thoughts in writing for a specific purpose and audience.
<b>Text, Materials, Video Name</b>	Note-catcher Pencil, Device-optional ELA_G10_W10_L47
<b>Read</b>	Independently, or with a family member, caregiver, or friend, review previous week's Note-catchers. Pay particular attention to your thoughts and reflections connected to the unit's guiding question: How do people decide what they value?
<b>Think</b>	Just like a physical time capsule can stand as a snapshot of a given time, think of a letter time capsule to yourself as a snapshot of your mind at a given time. It's important to note that just as times change, our minds change as well and the you that is writing a letter time capsule, will not be the you who opens it a year, five years, and certainly not 10 years from now.
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following suggestions for your letter time-capsule: <ul style="list-style-type: none"> <li>● <b>Lists of favorites:</b> What are your favorite movies, books, television shows, songs, moments, people?</li> <li>● <b>Important questions and feelings.</b> What are the big unanswered questions currently in your mind?</li> <li>● <b>Goals and aspirations:</b> What is the vision for your future life? What are the things you're looking forward to?</li> <li>● <b>'A Day in the Life...'</b> How's your everyday life?</li> <li>● <b>Highlights of the year.</b> What were this year's 3 best things/worst things that happened to you?</li> <li>● <b>Lessons learned and advice for yourself.</b> What advice would you give to your future self?</li> </ul>
<b>Write</b>	Task: <b>In the space provided on your Note-catcher</b> , write a letter just as you would to your best friend or close family member. Be conversational and friendly; have fun with it. <b>Write about whatever you want, but always remember to capture your current reality as thoroughly as possible. Don't focus on predicting the future, but focus on the present.</b>
<b>Closing</b>	<ul style="list-style-type: none"> <li>● Share your writing with someone.</li> <li>● After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 47

## Day 4

**Write:** a letter just as you would to your best friend or close family member. Be conversational and friendly; have fun with it. Write about whatever you want, but always remember to capture your current reality as thoroughly as possible. Don't focus on predicting the future, but focus on the present using the questions included in the lesson plan as a guide.

## Lesson 48

<b>Target</b>	I can reflect on personal challenges and value systems in writing to write a letter to my 10-year future self.
<b>Text, Materials, Video Name</b>	Note-catcher Pencil, Device-optional ELA_G10_W10_L48
<b>Read</b>	With a family member, caregiver, or friend, reread your notes from week 8. In this story, “A Dose of What the Doctor Never Orders.” In this story, like many of the others from this unit, the main character receives important advice and follows it. Think about the types of advice you would have given other characters in the texts you’ve read this unit.
<b>Think</b>	Before you begin writing this variation of a time capsule, think about the following question: What’s the best piece of advice you ever received? Why was this advice so valuable? Do you still follow it to this day?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following: In “A Time Capsule, Long Forgotten at the Space Needle, is Found,” article, the author notes that the capsule was forgotten. How can you ensure your letter time capsules don’t meet this same fate? What steps can you take to ensure each time capsule reaches its intended audience?
<b>Write</b>	Task: In the space provided on your Note-Catcher, write a letter to your 10-year future self.  Some consideration points for writing this letter: <ul style="list-style-type: none"> <li>• What do you want to be 10 years from now?</li> <li>• What are the goals and dreams you want realized by then?</li> <li>• What is your desired status in different areas of your life? (Education, Career, Wealth, Family, Friends, Love, Health, Spirituality?)</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone.</li> <li>• After you complete your assignment remember to read a book for 20 minutes.</li> </ul>

# Note-Catcher/Handout/Student Activity Lesson 48

## Day 5

**Write a letter to your 10-year future self.**

Some consideration points for writing this letter:

- What do you want to be 10 years from now?
- What are the goals and dreams you want realized by then?
- What is your desired status in different areas of your life? (Education, Career, Wealth, Family, Friends, Love, Health, Spirituality?)