

Reading/ ELA

Grade 12



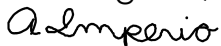
Dear DPSCD Parents and Guardians,

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. 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.
 - # 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	Use a timer (cell phone timer is fine) to practice using the directions above	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Tuesday	Try reading the passage twice (time yourself both times).	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Wednesday	Practice reading the passage with fluency and expression at least two times.	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Thursday	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	Mark # of words read in 1 minute _____ Length of time it took to read the whole passage _____
Friday	Celebrate your growth this week. Read the passage aloud one last time to see if you can beat previous times.	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 _____

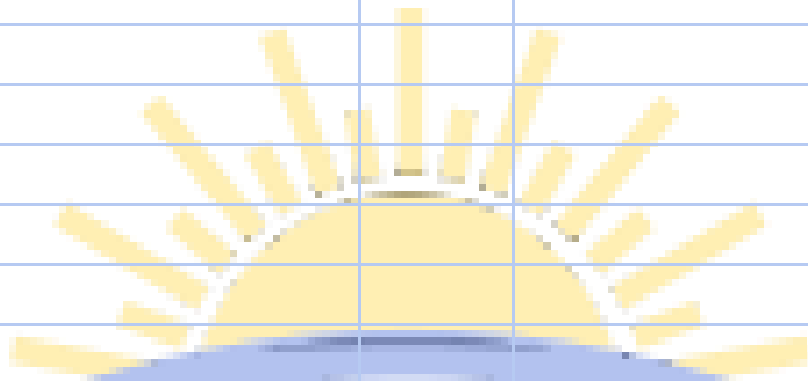
Distance Learning Reading Log



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 12 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

Directions	<p>People call a place “home” for many reasons: where family lives, where we keep our things, where we sleep, where we feel comfortable. But when a person moves to a new home, what changes and what remains the same? How do people find a home many miles from where they once lived?</p> <p>Over the course of Unit 6, you will read selections about people finding a home in a new place. You will read about British colonialism and think about how colonialism may have affected the way people think about their homes. You will also read short stories and think about how writers express their ideas about different places and establishing a home.</p> <p>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: <i>“What does it mean to call a place home?”</i></p> <p>If you have access to a smartphone or tablet, download the free Pearson BouncePages app.</p>
Guiding Question #1	What does it mean to call a place home?
Guiding Question #2	In what ways is home both a place and a state of mind?
Materials Needed	Learning Packet, pencil, device (optional)

	Watch	Read	Do
Day 1	ELA_G12_W1_L1	“Home Away From Home”	Vocabulary and Summary Activities
Day 2	ELA_G12_W1_L2	“Home Away From Home”	Review Key Sections of the Text
Day 3	ELA_G12_W1_L3	“Home Away From Home”	Review Key Elements of the Text
Day 4	ELA_G12_W1_L4	“Home Away From Home”	Review Text and Respond to Prompt

Weekly Text

UNIT 6 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. You will write in this mode for the Performance-Based Assessment at the end of this unit.

As you read, look at how information is shared. Mark the text to help you answer this question: How does the writer introduce and develop a thesis about changing perspectives on the idea of “home”?

Home Away From Home

NOTES

- 1 **L**eaving one’s home to live elsewhere is one of humanity’s oldest stories. Ever since people first began to settle in small villages, some of us have been pulled in the opposite direction, drawn toward life in new lands. Sometimes, we were fleeing danger; sometimes, by moving we faced new dangers. In all cases, our restlessness gave us new perspectives on the meaning of home. As Mark Twain wrote: “Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one’s lifetime.”¹
- 2 In the modern world, we are more mobile than ever. According to a United Nations report, there were nearly 191 million international immigrants worldwide in 2005. That represents about 3% of the world’s population.² Despite these massive numbers, each person’s experience of immigration can still feel unique and, often, challenging.
- 3 For example, new immigrants may struggle with language difficulties. Most people can speak and read the language of their country of origin. That sense of ease in a language may disappear in the adopted country. A language gap can make even ordinary chores a challenge. One might struggle to understand a receipt, to get on the right bus, or to read an ad. On a deeper level, language barriers may leave new immigrants feeling isolated, cut off from jobs, education, and even friendships.
- 4 Culture shock is another hurdle that new immigrants may face. Culture shock is a feeling of disorientation or alienation when one encounters the customs of another society. It can range from

1. Twain, Mark. *The Innocents Abroad*. Vol. 1, Bernard Tauchnitz, 1879, p. 333.

2. United Nations, Department of Economic and Social Affairs, Population Division. *International Migration Report 2006: A Global Assessment*. United Nations, 2009, pp. 5–6.

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discomfort with new foods to a sense that certain behaviors are inappropriate. For example, in the United States it's considered proper to politely confront a co-worker with whom one is having problems. Asking a superior to intercede may be seen as a breach of trust or an inability to handle one's own problems. By contrast, in Japan, people generally avoid direct confrontation. An unhappy employee may readily ask a superior to speak to a co-worker on his or her behalf.

- 5 Gestures, facial expressions, and greetings can also be culturally specific. For example, in the United States, it is considered normal to smile at or say hello to a stranger one passes on the sidewalk. However, in Russia, most people do not smile at or greet strangers; they reserve outward signs of friendliness for friends and family.
- 6 Language and cultural barriers may make the prospect of feeling at home in a new country seem impossible to new immigrants. However, as the centuries have shown, human beings are resilient. We learn the languages of our adopted countries, often contributing words from the language we brought with us. We embrace or reshape the values of our adopted countries. Foods that were once foreign become part of the larger culture's culinary vocabulary. We build new senses of home. Perhaps, as our global mobility continues to increase, our sense of home will expand to include not just our immediate neighborhoods, but also the planet itself. 🌐

NOTES

 WORD NETWORK FOR FINDING A HOME

Vocabulary A word network is a collection of words related to a topic. As you read the unit selections, identify words related to the idea of finding a home, and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *isolated*, *customs*, and *foreign*. For each word you add, add another related word, such as a synonym or an antonym. Continue to add words as you complete this unit.



 **Tool Kit**
Word Network Model

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Lesson 1

Target	I can define key vocabulary from the unit and summarize the Launch Text: “Home Away From Home.”
Text, Materials, Video Name	“Home Away From Home” Note-catcher, Pencil, Dictionary, Device (optional) WATCH VIDEO ELA_G12_W1_L1
Think	Jump Start Question (answer in note-catcher): “What makes a place feel like home?”
Read	Independently or with a family member, caregiver, or friend, read “Home Away From Home.” If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along. As you listen to the text and read along, annotate the passage by: <ul style="list-style-type: none"> • Underlining words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins.
Talk	With a family member, friend, or classmate, talk about the following question: What did you learn from this text?
Write	Answer the Jump Start question on your note-catcher. After reading, write a 5–7 sentence summary of the text. Remember that a summary is a concise, complete, objective overview of a text. It should not include your opinion. Look up the unit vocabulary words in the dictionary (Migrate, Modify, Requisite, Reiterate, Implication). Write their definitions on the note-catcher for you to refer to throughout the unit. Think about how these words relate to the essential question of the unit: <i>What does it mean to call a place home?</i>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 1

Day 1

Jump Start: What makes a place feel like home?

Summary: Write a 5–7 sentence summary of “Home Away From Home.” A summary is a concise, complete, objective overview of a text that is written in the present tense. It should not include your opinion.

Vocabulary Words:

Migrate:

Modify:

Requisite:

Reiterate:

Implication:

Lesson 2

Target	I can identify examples that support main ideas and evaluate how the thesis of an informative text is developed.
Text, Materials, Video Name	<p>“Home Away From Home” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W1_L2</p>
Read	<p>Reread “Home Away from Home.” If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>Authors will often introduce a thesis within the first few paragraphs of a text, but it may not appear as one succinct statement. As you read, underline the phrases or sentences that state the author’s thesis and conclusion. Then, underline the main idea of paragraphs 2–5. Finally, underline the details and examples in each paragraph.</p>
Think	<p>Review the table on the Lesson 2 Note-catcher about text organizational structures. Look at the information you underlined and think about how the author has organized the essay. Think about the following questions: <i>How does the writer introduce and develop a thesis about changing perspectives on the idea of “home”? What do you notice about how the text is organized? Did you notice anything new about the author’s thoughts on making a home in a new country?</i></p>
Talk	<p>With your family member, caregiver, or friend, talk about the following question: How did the author of “Home Away From Home” organize the text?</p>
Write	<p>On your note-catcher, write a response to the following question: <i>How does the author of “Home Away From Home” organize the text?</i></p> <p>Then, write about how the author introduces and develops the thesis, including at least two pieces of evidence from the text.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 2

Day 2

The table below shows five possible organizational structures. After reviewing the information, answer the following question: *How does the author of "Home Away From Home" organize the text?*

METHOD	
Part-to-Whole Order	Examine how categories affect a larger subject. This works well for an analysis of social issues and for historical topics.
Cause and Effect	Analyze the causes and effects of an event.
Problem/Solution	Identify a specific problem and explain how it was or was not solved.
Order of Importance	Present your information and explanations from most to least important or from least to most important.
Comparison and Contrast	Present the similarities and differences between two subjects. This is useful if you are comparing two people's or groups of people's experiences.

How does the writer introduce and develop a thesis about changing perspectives on the idea of "home"? Use evidence from the text to support your answer

Lesson 3

Target	I can describe the elements of effective informative texts.
Text, Materials, Video Name	“Home Away From Home” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W1_L3
Read	Read the characteristics of informative texts on the Lesson 3 note-catcher. Reread “Home Away From Home” and underline parts of the text that connect to the characteristics from the note-catcher.
Think	“Home Away From Home” provides a writing model for an informative text, a type of writing in which the author examines concepts through the careful selection, organization, and analysis of information. Think about why “Home Away From Home” is a strong example of an informative text.
Talk	With your family member, caregiver, or friend, talk about the following question: <i>Based on the characteristics you reviewed, how do you know “Home Away From Home” is an informative text?</i>
Write	On your note-catcher, document how “Home Away From Home,” is an example of an effective informative text.
Closing	<ul style="list-style-type: none">● Share your writing with someone.● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 3

Day 3

In 5–7 sentences, describe how the author meets the following criteria outlined below for an effective informative text:

FOCUS AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
<ul style="list-style-type: none"><input type="checkbox"/> Provides a clear thesis statement.<input type="checkbox"/> Includes effective organization of complex ideas.<input type="checkbox"/> Uses facts and evidence from a variety of reliable, credited sources.<input type="checkbox"/> Provides a logical text structure and clear transitions among ideas.<input type="checkbox"/> Concludes with a summary of thesis and evidence.	<ul style="list-style-type: none"><input type="checkbox"/> Includes specific details, facts, and quotations to support thesis.<input type="checkbox"/> Provides adequate support for each major idea.<input type="checkbox"/> Uses precise language that is appropriate for the audience and purpose.<input type="checkbox"/> Establishes a formal, objective tone.	<ul style="list-style-type: none"><input type="checkbox"/> Attends to the norms and conventions of the discipline, especially regarding crediting sources properly.

Lesson 4

Target	I can accurately use a transitional word or phrase to join two related ideas.
Text, Materials, Video Name	“Home Away From Home” Note-catcher, Pencil WATCH VIDEO ELA_G12_W1_L4
Read	Reread “Home Away From Home” and the notes and annotations you made this week. Using the guide on your note-catcher, review “Home Away From Home,” and circle the transitional words and phrases.
Think	Writers 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. Think about the variety of transitions in “Home Away From Home” and their purpose.
Talk	With your family member, caregiver, or friend, talk about the following question: <i>How would the development of the thesis in “Home Away From Home” be different if the author did not use transitional words and phrases?</i>
Write	On your note-catcher, write a 5–7 sentence response to the following question: <i>In what ways is home both a place and a state of mind?</i> Provide specific details and evidence from the text. Use at least two of the unit vocabulary words that you defined in Lesson 1. Also use transitional words and phrases from the chart on the note-catcher to connect your thoughts and ideas. It may help for you to read your paper aloud and listen to how the ideas connect. Sudden shifts may indicate that a transition is needed.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and relate it back to the essential question of the unit: “<i>What does it mean to call a place home?</i>” • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 4

Day 4

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 the table below to complete the tasks for Day 4.

TRANSITIONAL WORDS AND PHRASES			
above all	besides	however	on the other hand
accordingly	clearly	in other words	otherwise
alternatively	consequently	instead	particularly
although	for example	likewise	similarly
as a result	for that reason	on a deeper level	therefore
as well as	furthermore	on the contrary	usually

Respond to the prompt below using specific details and evidence from the text. In your response, use at least two of the vocabulary words you defined in Lesson 1 and at least one transitional word or phrase from the table above.

In what ways is home both a place and a state of mind?

Grade 12 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

Directions	<p>In the upcoming weeks, we will read texts that demonstrate how an individual's personal sense of home can be influenced by social issues, the passage of time, and historical events. These readings will ask us to think about British colonialism in particular, how this era complicated perceptions of home, and whether a person can feel at home in a country where they are seen as different or not belonging.</p> <p>This week's reading will provide us with background information on the British Colonial era that will be used to better understand the other texts in this unit.</p> <p>As you complete this week's reading and tasks, you will be asked to think about how the text connects to the guiding questions below.</p>
Guiding Question #1	How did British Colonialism complicate the idea of home?
Guiding Question #2	How do the key events during this time period relate to "finding a home"?
Materials Needed	Learning Packet, pencil, device (optional)

	Watch	Read	Do
Day 1	ELA_G12_W2_L5	"A Changing World"	Read the first sections of the text
Day 2	ELA_G12_W2_L6	"A Changing World"	Finish reading the text
Day 3	ELA_G12_W2_L7	"A Changing World"	Review key sections of the text
Day 4	ELA_G12_W2_L8	"A Changing World"	Review key sections of the text
Day 5	ELA_G12_W2_L9	"A Changing World"	Review text and respond to prompt

Weekly Text



HISTORICAL PERSPECTIVES • FOCUS PERIOD: 1901–PRESENT

A Changing World

Voices of the Period

"If we cast our glance back over the sixty-four years into which was encompassed the reign of Queen Victoria, we stand astonished, however familiar we may be with the facts, at the development of civilization which has taken place during that period. We stand astonished at the advance of culture, of wealth, of legislation, of education, of literature, of the arts and sciences, of locomotion by land and by sea, and of almost every department of human activity."

—Sir Wilfred Laurier,
former British prime minister

"At eleven o'clock this morning came to an end the cruelest and most terrible War that has ever scourged mankind. I hope we may say that thus, this fateful morning, came to an end all wars."

—David Lloyd George,
former British prime minister

"Only the dead have seen the end of war."

—George Santayana, philosopher

"We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

—Winston Churchill,
former British prime minister

History of the Period

The Victorian Era When Queen Victoria died in 1901, she had reigned for more than six decades, longer than any British monarch until Queen Elizabeth II surpassed that mark in 2015. In the era that bears her name, Britain's old social and political order, which dated back to medieval times, was transformed into a modern democracy. When Victoria became queen in 1837, Great Britain was experiencing dramatic technological advances that had begun in the previous century. Rapid industrialization, the growth of cities, and political reforms were transforming Britain. At the same time, Britain became a worldwide empire. The period also witnessed the spread of poverty and great income inequality as well as advances in philosophy and science that threatened long-held beliefs. (Both Karl Marx's *The Communist Manifesto* and Charles Darwin's *On the Origin of Species* were published during this period.) Victorians could not escape the fact that on all fronts they were living "in an age of transition."

An Empire Won When Victoria celebrated her Diamond Jubilee in 1897, the British Empire stretched around the globe, making it the largest empire in history. Britain's flag flew over about a quarter of the earth's land, and the Royal Navy controlled all the oceans of the world. The right of one nation to control others, however, was not universally agreed upon either in Britain or in the many places subsumed into its empire. By 1922,

TIMELINE

1901: Queen Victoria dies; Edward VII becomes king.



1901

1917: Russia Czar is overthrown; Bolsheviks, led by Lenin, seize power.



1914: Britain enters World War I.

1918: Women over thirty achieve right to vote in Great Britain.

1927: United States Charles Lindbergh flies solo to Paris.



1939: Europe Hitler invades Poland; World War II begins.

1940: Winston Churchill becomes prime minister.

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Integration of Knowledge and Ideas

Notebook Compare the global political power of Britain in 1900 and today as shown on the two maps. Based on the list of Nobel Prize winners in English, what can you infer about the prevalence of the English language in former colonies?

Nobel Prize Winners Writing in English

1907 Rudyard Kipling (Great Britain)	1973 Patrick White (Australia)
1923 William Butler Yeats (Ireland)	1976 Saul Bellow (United States)
1925 George Bernard Shaw (Great Britain)	1983 William Golding (Great Britain)
1930 Sinclair Lewis (United States)	1986 Wole Soyinka (Nigeria)
1932 John Galsworthy (Great Britain)	1987 Joseph Brodsky (United States)
1936 Eugene O'Neill (United States)	1991 Nadine Gordimer (South Africa)
1938 Pearl S. Buck (United States)	1992 Derek Walcott (St. Lucia)
1948 T. S. Eliot (Great Britain)	1993 Toni Morrison (United States)
1949 William Faulkner (United States)	1995 Seamus Heaney (Ireland)
1950 Bertrand Russell (Great Britain)	2001 V. S. Naipaul (Great Britain)
1953 Winston Churchill (Great Britain)	2003 J. M. Coetzee (South Africa)
1954 Ernest Hemingway (United States)	2005 Harold Pinter (Great Britain)
1962 John Steinbeck (United States)	2007 Doris Lessing (Great Britain)
1969 Samuel Beckett (Ireland)	2013 Alice Munro (Canada)



about one-fifth of the world's population was under British control.

The War to End All Wars On August 3, 1914, as Germany invaded Belgium, Sir Edward Grey, the British Foreign Secretary, looked over a darkening London and said, "The lamps are going out all over Europe; we shall not see them again in our lifetime." The next day, Britain declared war on Germany.

Many predicted the war would be brief. It was not. Instead, it lasted four long years. World War I cost Britain dearly—more than 700,000

British soldiers lost their lives. The war and its aftermath influenced much of what followed in the twentieth century.

In 1916, Irish nationalists, taking advantage of Britain's involvement in World War I, staged a rebellion against British rule. The rebellion failed, but its outcome deepened the ill feelings between Britain and Ireland.

In 1917, German authorities allowed Vladimir Lenin to return to Russia after a ten-year exile. There, he led the Bolshevik revolution, which transformed Russia from a czarist empire to a

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1941: United States Japan bombs Pearl Harbor; United States enters World War II.



1945: Japan United States drops atomic bombs on Hiroshima and Nagasaki; World War II ends with Japanese surrender.

1947: India and Pakistan gain independence.

1949: China Mao Zedong establishes People's Republic.

1955: United States Martin Luther King, Jr., leads civil rights bus boycott.



1957: Russia Sputnik I, first satellite, is launched.

1960



HISTORICAL PERSPECTIVES • FOCUS PERIOD: 1901–PRESENT

Communist state, an event that would have far-reaching effects throughout the twentieth century and beyond.

The Treaty of Versailles, which followed World War I, had disarmed Germany, stripped it of valuable territory, and imposed harsh reparations on the German state. Zealous enforcement on the part of Great Britain and France led to Germany's economic collapse. Financial hardship, near-anarchy, and a sense of humiliation paved the way for the rise of Adolph Hitler. The German people, seething with resentment at their former enemies, were easily swayed by Hitler's promise to restore Germany's pride and rid it of the oppressive effects of the Treaty of Versailles.

Once the mightiest nation in the world, the enormous death toll during World War I as well as the crippling effects of the Great Depression forced England into a more passive role in the 1930s. During this period, Germany rearmed and amassed territory in Europe. Japan, perceiving Western powers as weak, invaded and occupied much of China. World War I, sometimes called "The war to end all wars," was the prelude to yet another global conflict.

The Second World War The aggression of Germany and Japan led inevitably to World War II. When Hitler's armies overran Europe, the English initially stood defiantly, but alone, shielded only by the English Channel and the Royal Air Force.

By the end of 1941, both Russia and the United States had entered the war. Finally, in 1945, after nearly six years of struggle, England emerged from the war victorious, battered, and

impoverished—and soon to be without its empire as England's former colonies, one by one, became independent countries.

A Time of Recovery During the period of World War II known as the Blitz, in which the Germans bombed English cities over a period of 267 days, large sections of London were destroyed. From the ashes, a new London emerged. However, changes in other parts of the country were more problematic. The mill and mining country of the north was no longer the economic heart of the country as it had once been. Banking and technology, both concentrated in the south, took command. Over the following decades, the economic divide between the rusting north and the booming south only continued to grow.

Pop Culture After 1945, England's formerly conservative, somewhat rigid Victorian culture developed into a worldwide center of popular culture. From the Beatles to Carnaby Street, British culture swept the globe in "the swinging Sixties" and beyond.

The New Face of Britain In addition to an economic divide, postwar Britain felt the effects of racial and colonial divisions. When British citizens from the former colonies began to move to England, the nation became increasingly diverse. At the same time, an increase in the proportion of British students in universities contributed to innovation and new trends in British culture. The England that celebrated the Diamond Jubilee of Queen Elizabeth II in 2012 was a different nation from the England of Victoria's Diamond Jubilee 115 years earlier.

TIMELINE

1960

1961: Germany
Berlin Wall is built.

1964: Vietnam
American involvement
in Vietnam War grows.

1969: United States
Apollo 11 lands on moon.



1979: Margaret Thatcher
becomes first woman
prime minister.

1989: Germany
Berlin Wall comes down; reunification
of East and West Germany follows.



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Literature Selections

Literature of the Focus Period A number of the selections in the unit were written during the Focus Period and pertain to perceptions of home as both a place and a state of mind.

- "Back to My Own Country: An Essay," Andrea Levy
- "Shooting an Elephant," George Orwell
- from "History of Jamaica," Encyclopaedia Britannica
- "Escape From the Old Country," Adrienne Su
- "From Lucy: Englan' Lady," James Berry
- from *The Buried Giant*, Kazuo Ishiguro
- "My Old Home," Lu Hsun
- from "Writing as an Act of Hope," Isabel Allende

Connections Across Time Reflections on the qualities of home as both a physical place and a psychological concept are age-old, as shown in literature of both the past and present.

- from *A History of the English Church and People*, Bede
- "The Seafarer," Burton Raffel, translator
- "Dover Beach," Matthew Arnold
- "The Widow at Windsor," Rudyard Kipling
- "St. Crispin's Day," William Shakespeare
- "Home Thoughts, From Abroad," Robert Browning

ADDITIONAL FOCUS PERIOD LITERATURE

Student Edition

UNIT 1

- "The Song of the Mud," Mary Borden
- "Dulce et Decorum Est," Wilfred Owen
- "Accidental Hero," Zadie Smith
- "Defending Nonviolent Resistance," Mohandas Ghandi

UNIT 2

- from "The Worms of the Earth Against the Lions," Barbara W. Tuchman
- "Shakespeare's Sister," Virginia Woolf
- "On Seeing England for the First Time," Jamaica Kincaid
- "XXIII" from *Midsummer*, Derek Walcott
- "The British"/"Who's Who," Benjamin Zephaniah

UNIT 3

- from "The Naked Babe and the Cloak of Manliness," Cleanth Brooks
- from "Macbeth," Frank Kermode
- "Why Brownlee Left," Paul Muldoon
- "The Lagoon," Joseph Conrad

UNIT 4

- "The Second Coming," W. B. Yeats
- "Araby," James Joyce
- "The Explosion," Philip Larkin
- "Old Love," Francesca Beard

UNIT 5

- from *Mrs Dalloway*, Virginia Woolf
- "The Madeleine," Marcel Proust
- "The Most Forgetful Man in the World," Joshua Foer
- from *Time and Free Will*, Henri Bergson
- from *The Portrait of a Lady*, Henry James

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1991: Eastern Europe Soviet Union is dissolved.



2001: United States Hijacked planes crash into the World Trade Center in New York, the Pentagon in Washington, D.C., and a field in rural Pennsylvania; thousands of lives are lost.

2004: United Kingdom's population surpasses 59 million.

2012: London hosts Olympic Games for the third time.

2015: Queen Elizabeth II becomes England's longest-reigning monarch.



Present

Lesson 5

Target	I can read a text and make connections to the essential question of the unit.
Text, Materials, Video Name	<p>“A Changing World” Note-catcher, Pencil WATCH VIDEO ELA_G12_W2_L5</p>
Read	<p>Independently or with a family member, caregiver, or friend, read the following sections of “A Changing World”:</p> <ul style="list-style-type: none"> • Voices of the Period • History of the Period: The Victorian Era, An Empire Won, A War to End All Wars <p>As you read the text, annotate the passage by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins.
Think	<p>Think about how this text relates to the essential question of the unit: <i>What does it mean to call a place home?</i></p> <p>While industrialization and the rise of democracy between 1901–present allowed many people to prosper, millions were still living in poverty. This inequality made it easier for powerful leaders to rally their followers with the promise of a better life. For example, the settlements that marked the end of World War I were part of the impetus for World War II. The harsh punishments administered to Germany because of its part in the first war fostered more resentment and inequality, leading to the second war. What do you think would be necessary for the world to see the end of war?</p>
Talk	<p>With a family member, friend, or classmate, talk about the following question: <i>What have you learned about the British Empire and world history from this text?</i></p>
Write	<p>On your note-catcher, answer the following questions: <i>Why was the Victorian Era an age of transition? What do you think would be necessary for the world to see the end of war?</i></p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 5

Day 1

Why was the Victorian Era an age of transition?

What do you think would be necessary for the world to see the end of war?

Lesson 6

Target	I can annotate a text and infer how people felt about their homes at various points in history.
Text, Materials, Video Name	"A Changing World" Note-catcher, Pencil WATCH VIDEO ELA_G12_W2_L6
Read	Read the remaining sections of "A Changing World."
Think	This text analyzes key events from 1901–Present: the transformation of Great Britain from a worldwide empire to an island nation, two disastrous world wars, and the time of recovery and renewal that followed World War II. How does this connect with the essential question of the unit: <i>What does it mean to call a place home?</i>
Talk	With your family member, caregiver, or friend, talk about what you learned from the text and how the following people may have felt about their home during certain points in history: <ul style="list-style-type: none"> • Victorians • People living in Britain's colonies in the early 1900s • People living in Britain in 1914 • People living in German in the 1930s • British citizens from the former colonies who moved to Britain postwar
Write	On your note-catcher, select two groups of people from the list above and compare and contrast how they might have felt about their homes. Also, write a response to the following question: <i>What is the "new face of Britain"?</i>
Closing	<ul style="list-style-type: none"> • Share your explanation of the "new face of Britain" with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 6

Day 2

What is the "new face of Britain"?

Compare and contrast how two groups of people listed below might have felt about their home country.

- Victorians
- People living in Britain's colonies in the early 1900s
- People living in Britain in 1914
- People living in Germany in the 1930s
- British citizens from the former colonies who moved to Britain postwar

Lesson 7

Target	I can explain the effect of historical events.
Text, Materials, Video Name	<p>“A Changing World” Note-catcher, Pencil WATCH VIDEO ELA_G12_W2_L7</p>
Read	<p>Reread the following sections:</p> <ul style="list-style-type: none"> • Voices of the Period • The War to End All Wars • The Second World War
Think	<p>Why do you think so many of the quotes presented in the introductory section of the text focus on war?</p> <p>Reread the second and third quotes. How does David Lloyd George's optimism compare with the quote from George Santayana?</p> <p>How does the quotation from Winston Churchill relate to the concept of home?</p>
Talk	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> • <i>David Lloyd George's words were spoken on November 11, 1918. What did David Lloyd George hope for, and was his hope realized?</i> • <i>How would you define your home if you were part of an empire that “stretched around the globe”? How would you define your home when that empire began breaking apart?</i>
Write	<p>On your note-catcher, write your responses to the following questions: <i>How did World War I extend the age of transition?</i> <i>How did World War II test Britain's resolve?</i> <i>What impact did the two World Wars have on Britain?</i></p>
Closing	<ul style="list-style-type: none"> • Share your responses with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 7

Day 3

How did World War I extend the age of transition?

How did World War II test Britain's resolve?

What impact did the two World Wars have on Britain?

Lesson 8

Target	I can analyze and interpret features of informational texts.
Text, Materials, Video Name	“A Changing World” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W2_L8
Read	Reread the timeline and the Integration of Knowledge and Ideas section.
Think	Reflect on the key events noted in the timeline and compare these events with those mentioned in the text. Think about the different countries represented in the list of Nobel Prize winners. What do you notice when you locate these countries on the top map (if you have access to a device, you may use it here if needed)?
Talk	With your family member, caregiver, or friend, talk about the timeline by using the following questions: <i>What trends do you see in the timeline? Does everything from the text appear in the timeline? If not, what's missing? Is the timeline a fair reflection of what is represented in the text?</i>
Write	On your note-catcher, answer the following questions: <i>What conclusions can you draw after comparing the two maps? What can you infer about the prevalence of the English language in the former colonies?</i>
Closing	<ul style="list-style-type: none"> • Share your writing with someone and talk about the information you would have missed if the maps and timeline had not been included in the text. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 8

Day 4

What conclusions can you draw after comparing the two maps?

What can you infer about the prevalence of the English language in the former colonies?

Lesson 9

Target	I can identify and analyze the effects of personification in a text and connect evidence from a text to the essential question of the unit.
Text, Materials, Video Name	“A Changing World” Note-catcher, Pencil WATCH VIDEO ELA_G12_W2_L9
Read	Reread “A Changing World” and the notes and annotations you made this week.
Think	Even in nonfiction, authors sometimes use personification to write about nonliving objects as if they were living. Underline the examples of personification you see in the section called <i>A Time of Recovery</i> .
Talk	With your family member, caregiver, or friend, talk about the following question: <i>How do the key events during this time period relate to “finding a home”?</i>
Write	On your note-catcher, answer the following questions: <i>How does the author use personification to add interest to the text?</i> <i>How might an individual’s personal sense of home be influenced by social issues, the passage of time, and historical events? Provide specific details and evidence from the text.</i>
Closing	<ul style="list-style-type: none"> • Share your writing with someone and relate it back to the essential question of the unit: <i>“What does it mean to call a place home?”</i> • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 9

Day 5

How does the author use personification to add interest to the text?

Write 5–7 sentences to answer the following question:

How might an individual's personal sense of home be influenced by social issues, the passage of time, and historical events? Provide specific details and evidence from the text.

Grade 12 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



Week of 4/27/20 to 5/1/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	Can a person can feel at home in a country where they are seen as different or not belonging? Over the next two weeks, we will continue our exploration of how British colonialism complicated the idea of home by reading a firsthand account. In <i>Back to My Country: An Essay</i> , Andrea Levy writes about her experience being raised in Britain as a person of Caribbean heritage. We'll see how the historical events that we learned about in <i>A Changing World</i> affected people's identity and sense of home generations later.
Guiding Question #1	How did British colonialism complicate the idea of home?
Guiding Question #2	What does it mean to call a place home?
Materials Needed	Learning Packet, pencil/pen

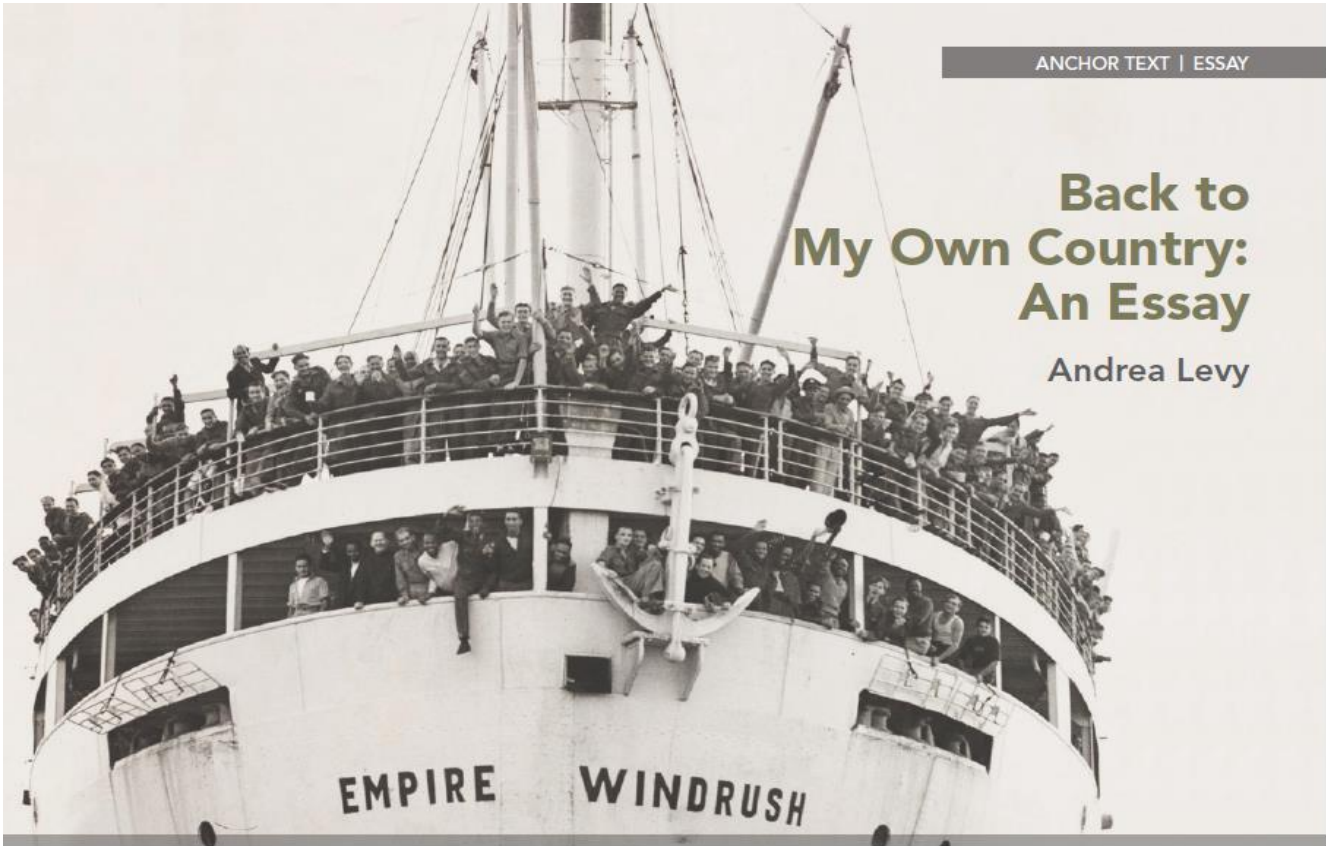
	Watch	Read	Do
Day 1	G12_W3_L10	"Back to My Own Country: An Essay"	Jump Start, start reading the text, and write a summary
Day 2	ELA_G12_W3_L11	"Back to My Own Country: An Essay"	Read more of the text and write a diary entry
Day 3	ELA_G12_W3_L12	"Back to My Own Country: An Essay"	Read more of the text and write a summary
Day 4	ELA_G12_W3_L13	"Back to My Own Country: An Essay"	Finish reading the text and answer questions
Day 5	ELA_G12_W3_L14	"Back to My Own Country: An Essay"	Reread key sections and answer questions about the author

Weekly Text

ANCHOR TEXT | ESSAY

Back to My Own Country: An Essay

Andrea Levy



BACKGROUND

From the early 1500s to the late 1900s, Britain used its superior naval, technological, and economic power to colonize and control territories worldwide. At its peak, the British Empire covered more than 13 million square miles and included more than 450 million people. After World War II, independence movements transformed the empire. It was replaced with the British Commonwealth, an association of self-ruling nations, of which Jamaica is one.

SCAN FOR
MULTIMEDIA 

NOTES

CLOSE READ

ANNOTATE: Mark details in the first paragraph that describe the man from the Caribbean.

QUESTION: How do these details contrast with the description of the others on the bus?

CONCLUDE: With whom do the sympathies of the author lie in this anecdote? How can you tell?

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- 1 I remember a journey I took on a London bus when I was a young girl. It was in the early nineteen sixties. The bus was full of people and one of them was a black man. That was not a common sight in those days. I could tell from his accent that, like my parents, he was from somewhere in the Caribbean. He was talkative, smiling politely at people and trying to engage them in chat. But all the other people on the bus were white and they were looking at him askance.¹ Nobody would be drawn into conversation; they clearly wanted nothing to do with him. But he carried on trying anyway.
- 2 I was embarrassed by him, but also overcome with pity for his hopeless attempt to be friendly on a London bus. I was sure that he was a nice man and that if those people on the bus could just get to

1. **askance** (uh SKANS) *adv.* with suspicion or disapproval.

Back to My Own Country: An Essay 691

CLOSE READ

ANNOTATE: Mark details in paragraph 4 that show the author's "Englishness."

QUESTION: How do these details contrast with the information she provides about her parents in paragraph 5?

CONCLUDE: What point is the author making by including these contrasting details after her bus anecdote?

know him then they would like him. My family also came from the Caribbean. I identified with him. He somehow became my mom and dad, my sisters, my brother, me. But to the other people on the bus he was more than a stranger, he was an alien. I felt a longing to make some introductions. I could sense the misunderstandings that were taking place, but I didn't know why, or what I could do. The man was different. He looked different and he sounded different. But how come people in England did not know him? Why was he, and why were all black people from Britain's old empire, so completely alien to them? This encounter is something I will never forget.

- 3 The same thing would not happen today in quite that way. Everyone is used to a mix of cultures and London buses are full of Londoners from all over the world. But still there are silences and gaps in our knowledge and understanding. What are the links that made Britain a natural destination for that Caribbean man on the bus, fifty years ago? How and why did Britain forge those links in the first place? These are questions that have come to fascinate me, because they reveal what amounts to a lost history for many of us. It was certainly lost to me for much of my early life, and it was a loss that caused me some problems.
- 4 At the time of my bus ride I lived on a council estate² in north London. I went to a local school. Spoke like a good cockney.³ I played outside with all the white kids who lived around my way—rounders, skipping, and hide and seek. I ate a lot of sweets. Watched a lot of television: *Coronation Street*, *Emergency Ward 10*. Loved the Arsenal. Hated Tottenham Hotspur.⁴ I lived the life of an ordinary London working-class girl.
- 5 But my parents had come to this country from Jamaica. And in the area of London where we lived, that made my family very odd. We were immigrants. Outsiders. My dad had been a passenger on the *Empire Windrush*⁵ ship when it famously sailed into Tilbury in June 1948 and, according to many, changed the face of Britain for ever. My mom came to England on a Jamaica Banana Producer's boat. It sailed into West India dock on Guy Fawkes Night⁶ in the same year, under a shower of fireworks that my mom believed were to welcome her.
- 6 My dad was an accounting clerk in Jamaica for, among other companies, Tate & Lyle. My mom was a teacher. They were middle class. They grew up in large houses. They even had servants. They came to Britain on British Empire passports in order to find more opportunities for work and advancement. But once here they struggled to find good housing. They had to live in one room for

2. **council estate** housing project.

3. **cockney** (KOK nee) *n.* someone from East London, with a distinctive accent.

4. **the Arsenal . . . Tottenham Hotspur** English sports teams.

5. **Empire Windrush** This ship brought thousands of Caribbean men and women to England after World War II, forming the foundation of the modern African Caribbean community in England.

6. **Guy Fawkes Night** Every year on November 5, people across the United Kingdom light fireworks and bonfires to celebrate the anniversary of Guy Fawkes's foiled attempt to blow up the Parliament in London in 1605.

many years. They had a period of being homeless and then living in halfway housing where my dad was not allowed to stay with his wife and his three children. Eventually they were housed in the council flat⁷ in Highbury where I was born, and where I grew up.

- 7 My dad did not have trouble finding work. He was employed by the Post Office. But my mom was not allowed to use her Jamaican teaching qualification to teach in England. She needed to retrain. So she took in sewing throughout my childhood. But she still nursed her dream of becoming a teacher again.
- 8 In England, the fabled Mother Country that they had learned so much about at school in Jamaica, my parents were poor and working class.
- 9 They believed that in order to get on in this country they should live quietly and not make a fuss. They should **assimilate** and be as respectable as they possibly could. Clean the front step every week. Go to church on Sundays. Keep their children well dressed and scrubbed behind the ears.
- 10 On one occasion my mom did not have money to buy food for our dinner. None at all. She worried that she might be forced into the humiliation of asking someone, a neighbor perhaps, for a loan. She walked out into the street praying for a solution, and found a one-pound note lying on the pavement. In my mom's eyes that was not a stroke of luck, that was a strategy.
- 11 My parents believed that, with no real **entitlement** to anything, they must accept what this country was willing to give. They were, after all, immigrants. As long as they didn't do anything too unusual that might upset the people of England, then they could get on. My mom was desperate for my dad to lose his accent and stop saying "nah man" and "cha" in every sentence. They never discussed Jamaica with anyone. My mom would get embarrassed if she saw a black person drawing attention to themselves. It drew attention to her as well, and she hated that.
- 12 My family is fair-skinned. In Jamaica this had had a big effect on my parents' **upbringing**, because of the class system, inherited from British colonial times, people took the color of your skin very seriously. My parents had grown up to believe themselves to be of a higher class than any darker-skinned person. This isolated them from other black Caribbeans who came to live here—they wanted nothing to do with them.
- 13 My mom once told me how, back in Jamaica, her father would not let her play with children who were darker than her. She said wistfully, "But I had to, or I would have had no one to play with." So when she came to England she was pleased to be bringing her children up amongst white children. We would always have lighter-skinned children to play with. I was expected to isolate myself from darker-skinned people too, and it seemed perfectly normal to me that the color of your skin was one of the most important things

7. **flat** *n.* British English for "apartment".

NOTES

assimilate (uh SIHM uh layt)
v. become like the majority in a region or country by adopting its customs, viewpoint, character, or attitude

entitlement (ehn TY tuhl muhnt) *n.* expectation; right

upbringing (UHP brihng ihng)
n. care and training given to a child while growing up

about you. White people of course never had to think about it. But if you were not white, well then, how black were you? I accepted all of this as logical. That was how I would be judged.

14 Light-skinned or not, still we were asked, “When are you going back to your own country?” “Why are you here?” “Why is your food so funny?” “Why does your hair stick up?” “Why do you smell?” The message was that our family was foreign and had no right to be here. When a member of the far-right group the National Front waved one of their leaflets in my face and started laughing, I felt I owed *them* some sort of apology. I wanted them to like me. It would be years before I realized I could be angry with them.

15 The racism I encountered was rarely violent, or extreme, but it was insidious and ever present and it had a profound effect on me. I hated myself. I was ashamed of my family, and embarrassed that they came from the Caribbean.

16 In my efforts to be as British as I could be, I was completely indifferent to Jamaica. None of my friends knew anything about the Caribbean. They didn’t know where it was, or who lived there, or why. And they had no curiosity about it beyond asking why black people were in this country. It was too foreign and therefore not worth knowing.

17 As I got older my feeling of outsidership became more marked, as did the feeling that nothing in my background—my class or my ethnicity—was really worth having. At art college I encountered middle-class people for the first time. Proper middle class—debutantes with ponies, that sort of thing. Keeping those origins of mine a secret became paramount. Few people at my college knew I lived on a council estate. Once, when given a lift home, I got my friends to drop me at the gate of a proper house. I walked up the path waving them off. Then as soon as they were out of view I walked back to my flat.

18 I got a degree in textile design and worked as a designer for about ten minutes before I realized it was not for me. After that I worked for a brief while as a shop assistant, a dresser at the BBC and the Royal Opera House, and a receptionist at a family-planning clinic.

19 Then something happened. I was working part-time for a sex-education project for young people in Islington. One day the staff had to take part in a racism awareness course. We were asked to split into two groups, black and white. I walked over to the white side of the room. It was, ironically, where I felt most at home—all my friends, my boyfriend, my flatmates, were white. But my fellow workers had other ideas and I found myself being beckoned over by people on the black side. With some hesitation I crossed the floor. It was a rude awakening. It sent me to bed for a week.

20 By this time I was scared to call myself a black person. I didn’t feel I had the right qualifications. Didn’t you have to have grown up in a “black community”? Didn’t you need to go to the Caribbean a lot? Didn’t your parents need to be proud of being black? Didn’t my

CLOSE READ

ANNOTATE: Mark details in paragraph 19 that describe an incident that was a rude awakening for the author.

QUESTION: Why did this incident surprise her?

CONCLUDE: For what reason do you think the author has shared this anecdote with readers?

friends need to be black? My upbringing was so far removed from all of that, I felt sure I would be found out as an impostor. I was not part of the black experience, surely?

21 It was a life-changing moment.

22 Fortunately I had recently enrolled on an afternoon-a-week writing course at the City Lit in London, just as a hobby. Writing came to my rescue. The course had an emphasis on writing about what you know. So, nervously I began to explore what I knew—my family upbringing and background, and my complicated relationship with color. Thinking about what I knew, and exploring my background with words, began to open it up for me as never before. I soon came to realize that my experience of growing up in this country was part of what it meant to be black. All those agonies over skin shade. Those silences about where we had come from. The shame. The denial. In fact I came to see that every black person's life, no matter what it is, is part of the black experience. Because being black in a majority white country comes with a **myriad** of complications and contradictions. It was writing that helped me to understand that.

23 A few months into the course I had the urge to visit Jamaica for the very first time and stay with the family I had never met. I went for Christmas. It was an amazing experience. I discovered a family I had never really known I had. I realized that I meant something to people who lived on the other side of the world. I met my aunt and cousins and saw where my mom grew up. I realized for the first time that I had a background and an ancestry that was fascinating and worth exploring. Not only that, but I had the means to do it—through writing.

24 I am now happy to be called a black British writer, and the fiction I have written has all been about my Caribbean heritage in some way or another. It is a very rich seam for a writer and it is, quite simply, the reason that I write. Toni Morrison was once asked if she felt constrained by her being seen as a black writer. She replied: "Being a black woman writer is not a shallow place but a rich place to write from. It doesn't limit my imagination; it expands it." That is how I feel.

25 The more I began to delve into my Caribbean heritage the more interesting Britain's Caribbean story became for me. The story of the Caribbean is a white story, too, and one that goes back a long way. The region was right at the very heart of Europe's early experiments in colonizing the world. In the 1500s it was the Spanish who first exploited those newly found islands, displacing the **indigenous** people. The Dutch, the French, and the British came soon after. The island claimed earliest for Britain was Barbados, in 1625. But soon Britain was a major colonizer in the region. A whole string of islands became "British." Islands that for a long time were seen as

NOTES

In fact, I came to see that every black person's life, no matter what it is, is part of the black experience.

myriad (MIHR ee uhd) *n.*
uncountably large number;
variety

indigenous (ihN DIHJ uh nuhs)
adj. native to a particular
country or region

our most lucrative overseas possessions. Sugar was the main crop, as important to Britain then as oil is today. It was planted, harvested, and processed by the slave labor of black Africans. That slave trade from West Africa to the Caribbean and the Americas was the largest forced migration in human history. Those islands soon became brutal island-factories helping to fuel and to fund the industrial revolution in Britain. Huge family fortunes were made. Major cities like Bristol, Liverpool, and London grew wealthy on the proceeds. The money that slavery in the Caribbean generated was reinvested in Britain's industry and infrastructure. Britain's empire grew as a result.

26 When British slavery finally ended in 1833, compensation was paid by the British Government. It amounted to twenty million pounds (many billions in today's money). It was paid to the slave owners for the loss of their property. They were seen as the injured party.

27 But there is more to those Caribbean islands than just the history of slavery. Many white people went, if not in chains, then under duress: indentured servants and poor people from all corners of Britain who were trying to escape hardship at home or to build a new life. Many were press-ganged sailors, or convict labor. There were Sephardic Jews from Iberia, merchants from the Middle East and, later, indentured laborers from India and China. A social mix was created like in no other place on Earth. Creole cultures developed with a wide range of skin colors that were elaborately classified (mulatto, quadroon, octoroon, and so on) as a divide-and-rule tactic by the



British plantocracy.⁸ Racial difference and racial value developed into a “science.” After the end of slavery in the Caribbean the British continued to rule their islands through a policy of racial apartheid right up until they finally left in the nineteen sixties.

28 But all this happened three thousand miles away from Britain, and as a result it has been possible for it to quietly disappear from British mainstream history. This is the absence, the gap in knowledge, the amnesia of the British that made the black man on the bus such an alien. It is unthinkable that a book on American history could leave out plantation slavery in the southern states. But in British history books the equivalent is the case, or at least the importance of those centuries of British slavery in the Caribbean is underplayed. That British plantation slavery has no lasting legacy for this country is absurd, but it is a claim that is made implicitly by this silence. It was so very long ago, it seems to say, we don’t need to dredge it up.

29 I remember what I was taught at school about Britain in the Caribbean. I had one lesson on the transatlantic slave trade. We looked at illustrations of slaves in ships. But that was all. I learned much more about William Wilberforce⁹ and the campaign for the abolition of slavery than anything about the life of a slave. We know more about slavery in the American South than in the British Caribbean. We are familiar with the struggles of African Americans from the Civil War to the civil rights movement. But American slavery was different from Caribbean slavery. In the Caribbean, slaves far outnumbered the white owners, and that mix of isolation, fear, and dependency produced very different societies from those of the American South. America’s story will not do for us. Our legacy of slavery is unique, and we need to understand what it is.

30 I wrote a novel, *The Long Song*, set in the time of slavery in the Caribbean, and when I was promoting the book I had numerous media interviews. On two separate occasions the interviewers—bright, university-educated people in each case—admitted to me that they had not known that Britain had used slaves in the Caribbean. Slavery they thought had only been in America. Going around the country doing readings I was surprised at the ignorance of people about where the islands were, or of how many of them there were. Many people I met believed all people from the Caribbean came from Jamaica.

31 And what of the period after slavery? What about the century of “racial apartheid” that grew up in the colonial era, the time when my mom and dad learned to know their racial place and to keep themselves separate? The history of the black people of the Caribbean is missing.

32 Apart from being an exotic holiday destination the islands have now become an irrelevance here. They are no longer wealthy. They

8. **plantocracy** (plan TOK ruh see) *n.* plantation owners as a ruling class.

9. **William Wilberforce** English politician who fought for abolition of the slave trade.

NOTES

CLOSE READ

ANNOTATE: Mark the sentences in paragraph 28 that show the main contrast the author sees between the teaching of American and British history.

QUESTION: Why is this contrast so surprising to the author?

CONCLUDE: What are the implications of this “silence” for British students studying their history?

hybrid (HY brɪhd) *adj.*
combined from different sources

CLOSE READ

ANNOTATE: Mark details in paragraph 35 that describe the “gift” of postwar immigration.

QUESTION: Why do you think the author chose the word *gift* as a way to represent the postwar history of immigration to Britain? What are the connotations of the word *gift*?

CONCLUDE: How would the impact of this paragraph change if the word *gift* were replaced with *benefit* or *asset*?

are not rich with natural resources. They no longer have the power they enjoyed when some of the most famous families in Britain were there. It is too easy to forget what happened and how it has affected our lives today. But it is as much a part of British history as the Norman Conquest, or the Tudors.¹⁰

33 No one would claim that out of Britain’s many stories of empire the Caribbean is the most important. But it is one of the earliest, one of the longest in duration, and certainly one of the most unusual in terms of population mix and the creation of unique societies. In other parts of Britain’s old empire, such as India or Africa, we can debate what fading legacy the British have left, whether it is railways, bureaucracies, or parliamentary systems. In the Caribbean the legacy is, in one sense, everything. Not just the towns, the cities, and the landscape, but the very people themselves; their origins, their ethnic mix, their **hybrid** cultures, all result from what the British did on those islands before they finally left them. And conversely, Britain growing to become a world power, its attitudes to race, and even how it sees itself today, these things are in no small part the legacy that the British Caribbean has left for modern Britain. “The very notion of Great Britain’s ‘greatness’ is bound up with Empire,” the cultural theorist Stuart Hall once wrote: “Euro-skepticism and little Englander nationalism¹¹ could hardly survive if people understood whose sugar flowed through English blood and rotted English teeth.”

34 What this means of course is that I, and my family, are products of Britain just as much as the white kids I grew up with in Highbury. Given Britain’s history in the Caribbean it was almost inevitable that people like my dad and his fellow passengers on the *Windrush* would end up here. They belonged, whether Britain realized it or not. One of the consequences of having an empire, of being a cultural hub, is that the world ultimately comes to you. That’s how hubs work.

35 Britons of Caribbean heritage have been in this country in significant numbers for sixty-five years now. We are three or four generations on from the man on the London bus. Immigration to Britain since the end of the Second World War has been a final, unexpected gift to Britain from its old empire. The benefits that the labor and the enterprise of immigrants, like those from the Caribbean, have brought to Britain are incalculable. Their ideas, their creativity, and their ways of life have helped turn this country into a sophisticated multi-culture. This windfall of talent and variety is one of the great unforeseen benefits to Britain.

36 But there are still countless young Britons today of Afro-Caribbean descent who have as little understanding of their ancestry and have as little evidence of their worth as I did when I was growing up. And there are countless white Britons who are unaware of the

10. **the Norman Conquest, or the Tudors** The Norman Conquest was the takeover of England by invaders from northern France in 1066. The Tudors were highly successful kings and queens who ruled from the late 1400s to the early 1600s.

11. **Euro-skepticism and little Englander nationalism** political tendencies associated with mistrust of the European Union and of foreigners in general.


histories that bind us together. Britain made the Caribbean that my parents came from. It provided the people—black and white—who make up my ancestry. In return my ancestors, through their forced labor and their enterprise, contributed greatly to the development of modern Britain. My heritage is Britain’s story, too. It is time to put the Caribbean back where it belongs—in the main narrative of British history. ✦

NOTES

“Back to My Own Country: An Essay” by Andrea Levy, from *Six Stories & an Essay*. Copyright © 2014 Andrea Levy. Reproduced by permission of Headline Publishing Group.

Comprehension Check

Complete the following items after you finish your first read.

1. According to Andrea Levy, why would the opening incident on the London bus not happen that way today?
2. What was the status of the author’s parents when they were living in Jamaica? How did that status change when they got to England?
3. When Levy was growing up, why was she “indifferent to Jamaica”?
4. Why did the author resist being called “black”?
5. Why is Levy now happy to be called a black British writer—and to write about her Caribbean heritage?
6.  **Notebook** Write a summary of “Back to My Own Country: An Essay” to confirm your understanding of the text.

RESEARCH

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

Research to Explore Conduct research on an aspect of the text you find interesting. For example, you might want to learn more about Andrea Levy’s life in Britain and her literary achievements. Think about how your research findings enhance your understanding of the text.

Back to My Own Country: An Essay 699

Lesson 10

Target	I can write a summary of key paragraphs in a text.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W3_L10
Think	Jump Start (complete on note-catcher): <i>What lessons about life have you learned since you were younger? How did you learn them? How do you feel when you look at your younger self?</i>
Read	<p>Read the “About an Author” section on page 7. Then, read page 2 (Background) and paragraphs 23–26. As you read the essay, notice the types of information Levy includes. Annotate the passage by:</p> <ul style="list-style-type: none"> • Underlining words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Then, reread paragraphs 23 and 24. Underline the words that tell you information about the author or that help you understand the point of view expressed.</p>
Talk	<p>With a family member, friend, or classmate, talk about the following vocabulary words. Are any familiar to you? Which ones?: <i>Assimilate, Entitlement, Upbringing, Myriad, Indigenous, Hybrid</i></p> <p>Tell your family member or friend what you learned about British colonization and slavery in the Caribbean. Did anything from the passage surprise you?</p>
Write	On your note-catcher, write a summary of paragraphs 25 and 26.
Closing	<ul style="list-style-type: none"> • Share the answer to your Jump Start question with someone who knew you when you were younger. Do they agree with your writing? Have they noticed other life lessons that you've learned? • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 10

Day 1

Jump Start: What lessons about life have you learned since you were younger? How did you learn them? How do you feel when you look at your younger self?

Write a summary of paragraphs 25 and 26. Remember that a summary is a concise, complete, objective overview of the text and should not contain your interpretations.

Lesson 11

Target	I can explain the implications of two contrasting ideas using evidence from the text.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W3_L11
Read	<p>Read paragraphs 27–30. As you read the essay, notice the types of information Levy includes. Annotate the passage by:</p> <ul style="list-style-type: none"> • <u>Underlining words</u>, phrases, or sentences that stand out to you. • Drawing a <u>box</u> any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Then, reread paragraph 28. Mark the sentences that show the main contrast the author sees between the teaching of American and British history.</p>
Talk	With a family member, caregiver, or friend, talk about the contrast between the teaching of American and British history and share your opinion about this contrast.
Think	Think about the following question: <i>Why is the contrast between the teaching of American and British history so surprising to the author?</i>
Write	<p>On your note-catcher, answer the following question: <i>What are the implications of this “silence” (not teaching students about British slavery in the Caribbean) for British students studying their history?</i></p> <p>Reread paragraph 29. Then write a diary entry from the point of view of a school-aged student about why you think so many British subjects are unaware of Britain's connection to and history in the Caribbean. Cite details from the text and propose a solution for this problem.</p>
Closing	<ul style="list-style-type: none"> • Share your diary entry with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 11

Day 2

What are the implications of this “silence” for British students studying their history?

Write a diary entry from the point of view of a school-aged student about why you think so many British subjects are unaware of Britain’s connection to and history in the Caribbean. Cite details from the text and propose a solution for this problem.

Lesson 12

Target	I can write an objective summary of key paragraphs in a text.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W3_L12
Read	<p>Read paragraphs 31–33.</p> <p>As you read the essay, annotate the passage by:</p> <ul style="list-style-type: none"> • Underlining words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Then, reread paragraph 33. Mark details that describe the legacies the Caribbean and Britain have left for each other.</p>
Think	Think about the following question: <i>What are the differences between the legacies the two countries have left for each other?</i>
Talk	With a family member, caregiver, or friend, talk about what you think Stuart Hall meant when he said, “The very notion of Great Britain’s ‘greatness’ is bound up with Empire.”
Write	On your note-catcher, summarize paragraph 33. Remember that a summary is a concise and objective overview of the text.
Closing	<ul style="list-style-type: none"> • Share your summary with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 12

Day 3

Write a summary of paragraph 33. Remember that a summary is a concise and objective overview of the text.

Lesson 13

Target	I can describe the impact of author’s word choices in a text.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W3_L13
Read	<p>Read paragraphs 34–36.</p> <p>As you read, annotate by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Then, reread paragraph 35. Mark details that describe the “gift” of postwar immigration.</p>
Think and Talk	<p>Think about the following question: <i>Why do you think the author chose the word gift as a way to represent the postwar history of immigration to Britain? What are the connotations of the word gift?</i></p> <p>Share your answer with a family member, caregiver, or friend.</p>
Write	<p>On your note-catcher, answer the following questions: <i>How would the impact of paragraph 35 change if the word gift were replaced with benefit or asset?</i></p> <p><i>Why does the author say it was inevitable that people like her dad, who emigrated from the Caribbean island of Jamaica to Britain, would end up in Britain?</i></p>
Closing	<ul style="list-style-type: none"> • Share your responses with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 13

Day 4

How would the impact of paragraph 35 change if the word gift were replaced with benefit or asset?

Why does the author say it was inevitable that people like her dad, who emigrated from the Caribbean island of Jamaica to Britain, would end up in Britain?

Lesson 14

Target	I can analyze a text to determine how the author feels about key concepts and idea.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W3_L14
Read	Reread paragraphs 23, 29, and 32. In paragraphs 29 and 32, mark the phrases that show how Britain views the Caribbean and its history with the area.
Think	Think about the following question: <i>What evidence does the author include to show the reader that Britain thinks the Caribbean islands and their history with Britain are irrelevant?</i>
Talk	With your family member, caregiver, or friend, talk about the following question: <i>Why does the author describe her trip to Jamaica as an “amazing experience”?</i>
Write	On your note-catcher, answer the following questions: <i>How does the author's sentiment in paragraph 23 compare with the feeling conveyed in paragraphs 29 and 32?</i> <i>How was the author's sense of home influenced by social issues, the passage of time, and historical events? Provide specific details and evidence from the text.</i>
Closing	<ul style="list-style-type: none"> • Share your writing with someone and relate it back to the essential question of the unit: <i>“What does it mean to call a place home?”</i> • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 14

Day 5

How does the author's sentiment in paragraph 23 compare with the feeling conveyed in paragraphs 29 and 32?

Write 5–7 sentences to answer the following question:

How was the author's sense of home influenced by social issues, the passage of time, and historical events? Provide specific details and evidence from the text.



Grade 12 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

Directions	This week, we will continue our reading of <i>Back to My Country: An Essay</i> . We will spend time rereading certain sections of the text to analyze the author's purpose and how the author uses specific literary elements to convey her message. We will continue thinking about the connection of the text to the guiding questions below. NOTE: You will use the same text as last week
Guiding Question #1	How did British colonialism complicate the idea of home?
Guiding Question #2	What does it mean to call a place home?
Materials Needed	Learning Packet, pencil/pen, dictionary

	Watch	Read	Do
Day 1	ELA_G12_W4_L15	"Back to My Own Country: An Essay"	Vocabulary activity
Day 2	ELA_G12_W4_L16	"Back to My Own Country: An Essay"	Analyze literary elements and write a paragraph
Day 3	ELA_G12_W4_L17	"Back to My Own Country: An Essay"	Determine author's purpose and answer questions
Day 4	ELA_G12_W4_L18	"Back to My Own Country: An Essay"	Analyze author's style and answer questions
Day 5	ELA_G12_W4_L19	"Back to My Own Country: An Essay"	Connect text to guiding question

Lesson 15

Target	I can apply my understanding of key vocabulary to new contexts.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil, Dictionary WATCH VIDEO ELA_G12_W4_L15
Read	Read the definitions of vocabulary words in the margins of the text.
Think and Talk	Think about the other concept vocabulary words: <i>Assimilate, Entitlement, Upbringing, Myriad, Indigenous, Hybrid</i> <i>How do these vocabulary words relate to the topic of encounters between cultures? Talk about your answers with a family member, caregiver, or friend.</i>
Write	If you are not sure about the definitions of any of the vocabulary words, look them up in the dictionary and write them on your note-catcher. Then, use your definitions to answer the vocabulary questions.
Closing	<ul style="list-style-type: none"> • Choose two vocabulary words you want to focus on and use them at least three times in conversation with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 15

Day 1

Define the words below.

Assimilate:

Entitlement:

Upbringing:

Myriad:

Indigenous:

Hybrid:

Use your definitions to complete the questions below.

CONCEPT VOCABULARY AND WORD STUDY

Back to My Own Country

Andrea Levy

WORD LIST

assimilate □ □ entitlement □ □ upbringing □ □ myriad □ □ indigenous □ □ hybrid

- A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word, and then answer the question.
1. When Macy was accepted to college, everything in her life changed overnight. She said she could hardly *assimilate* it all. Did Macy feel confident? Explain.

 2. In a class presentation, Darcy said that “life, liberty, and the pursuit of happiness” are each an *entitlement* for all Americans. What did she mean?

 3. Haley feels close to her cousin Rianne because of their family relationship, not because of a shared *upbringing*. Do you think the two probably grew up in similar circumstances? Explain.

 4. Looking up at the sky, Harris said he couldn’t possibly count the *myriad* of stars. Does Harris mean that he is too busy to count them? Explain.

 5. For years, Marta has cultivated plants that are not *indigenous* to her region. Do they probably also grow in the wild in her region? Why or why not?

 6. Dana's bike is a *hybrid* of two different kinds of bikes. What does that mean?

Lesson 16

Target	I can identify rhetorical questions in a text and explain their purpose.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W4_L16
Think	<p><i>Authors use various techniques to convey a unique voice and style in their writing. One technique used in Back to My Country is rhetorical questions. Rhetorical questions are questions with obvious answers. Levy uses these throughout the text to develop ideas, build support for her position, and structure her essay. Rhetorical questions can help create an informal tone that enables readers to identify more closely with the author as a person.</i></p> <p><i>Analyzing the techniques an author uses to develop a unique voice is an important step in determining the effects of the author's style—how it contributes to the overall effectiveness or beauty of a text. As you read today, think about how the author uses rhetorical questions in her writing.</i></p>
Read	Reread paragraph 31 of <i>Back to My Country</i> and mark the rhetorical questions.
Talk	<p>With a family member, caregiver, or friend, talk about the following question: <i>In paragraph 31, what purpose do the rhetorical questions serve?</i></p> <p>You can use the following sentence frame to start your conversations: <i>The rhetorical questions in paragraph 31 show _____ . If you need help, think about how effective the paragraph would be if the rhetorical questions were taken out.</i></p>
Write	<i>Write a paragraph in which you describe someone you know or have read about who has assimilated into a new culture. Use at least one rhetorical question in your paragraph.</i>
Closing	<ul style="list-style-type: none"> • Share your paragraph with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 16

Day 2

Write a paragraph in which you describe someone you know or have read about who has assimilated into a new culture. Use at least one rhetorical question in your paragraph.

Lesson 17

Target	I can determine an author's point of view and purpose for writing a text.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO G12_W4_L17
Read	Reread <i>Back to My Country: An Essay</i> .
Think	<p>An author's point of view is his or her beliefs, judgments, and attitudes towards a subject. An author's purpose is his or her reason for writing (for example, to inform or reflect on a subject or experience). Authors often have multiple reasons for writing.</p> <p><i>Back to My Country</i> is an essay. An essay is a short nonfiction piece that explores a specific topic and conveys an author's ideas and opinions. There are two types of essays: formal and informal. Formal essays are written using an impersonal tone. Usually, essays about history and public policy are written as formal essays. Informal essays are written in a more relaxed style. They are written in a more conversational tone and can even include humor or reflections of how the author feels about a personal topic.</p> <p>Think about how <i>Back to My Country: An Essay</i>. What is the author's point of view? Do you think the essay is formal or informal? Why?</p>
Talk	Talk to a family member, friend, or classmate about the author's point of view and why you think she wrote the essay.
Write	<p>On your note-catcher, answer the following questions:</p> <ul style="list-style-type: none"> • <i>What type of essay is Back to My Own Country? Explain, using details from the text in your response.</i> • <i>What is the author's point of view in Back to My Own Country?</i> • <i>What was the author's purpose (or purposes) for writing Back to My Own Country?</i>
Closing	<ul style="list-style-type: none"> • With a friend or family member, share your opinion of whether you think the author was effective at conveying her purpose in the essay. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 17

Day 1

What type of essay is *Back to My Own Country*? Explain, using details from the text in your response.

What is the author's point of view in *Back to My Own Country*?

Lesson 18

Target	I can analyze the effectiveness of an author’s inclusion of personal experiences in an essay.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W4_L18
Read	Reread <i>Back to My Country: An Essay</i> . Mark the parts of the text in which the author intersperses her personal experiences with historical information.
Think	Think about the author’s style of writing. We know from our last lesson that <i>Back to My Country</i> is an informal essay, but what emotional responses do the author’s words evoke in the reader? For example, after reading parts of the text and learning about the author’s personal experiences, do you feel sympathy, respect, or concern for the author – or something else?
Talk	Choose three different paragraphs in the text and talk to a family member, caregiver, or friend about how you feel about the author after reading each one. What words or phrases does the author use to evoke those feelings?
Write	On your note-catcher, answer the following questions: <i>Was the author’s use of personal experiences in the essay effective in getting her point across? Why or why not?</i>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 18

Day 4

Was the author's use of personal experiences in the essay effective in getting her point across? Why or why not?

Lesson 19

Target	I can write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Text, Materials, Video Name	<i>Back to My Country: An Essay (excerpt)</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W4_L19
Read	Reread the notes and annotations you've made on <i>Back to My Country</i> over the past several lessons.
Think	Think about how visiting Jamaica affected the author's perceptions of her home (Britain).
Talk	Think about Britain's actions in the Caribbean and how they treat the topic today. With your family member, caregiver, or friend, talk about the following question: <i>How do these affect the author, who is of Caribbean heritage?</i>
Write	On your note-catcher, write a two-paragraph informative response to answer the following question: <i>How did British colonialism complicate the idea of home?</i> Use at least two transition words or phrases (refer to your Week 1 Learning Packet for examples if needed) and at least two vocabulary words from Week 4, Lesson 1 in your writing.
Closing	<ul style="list-style-type: none"> • Share your writing with someone and relate it back to the essential question of the unit: <i>"What does it mean to call a place home?"</i> • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 19

Day 5

Write two paragraphs to answer the following question: *How did British colonialism complicate the idea of home?* Use at least one transition word or phrase (refer to your Week 1 Learning Packet for examples if needed) and at least one vocabulary word from Lesson 3 in your writing. Make sure to support your answer with evidence from the text.

Grade 12 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



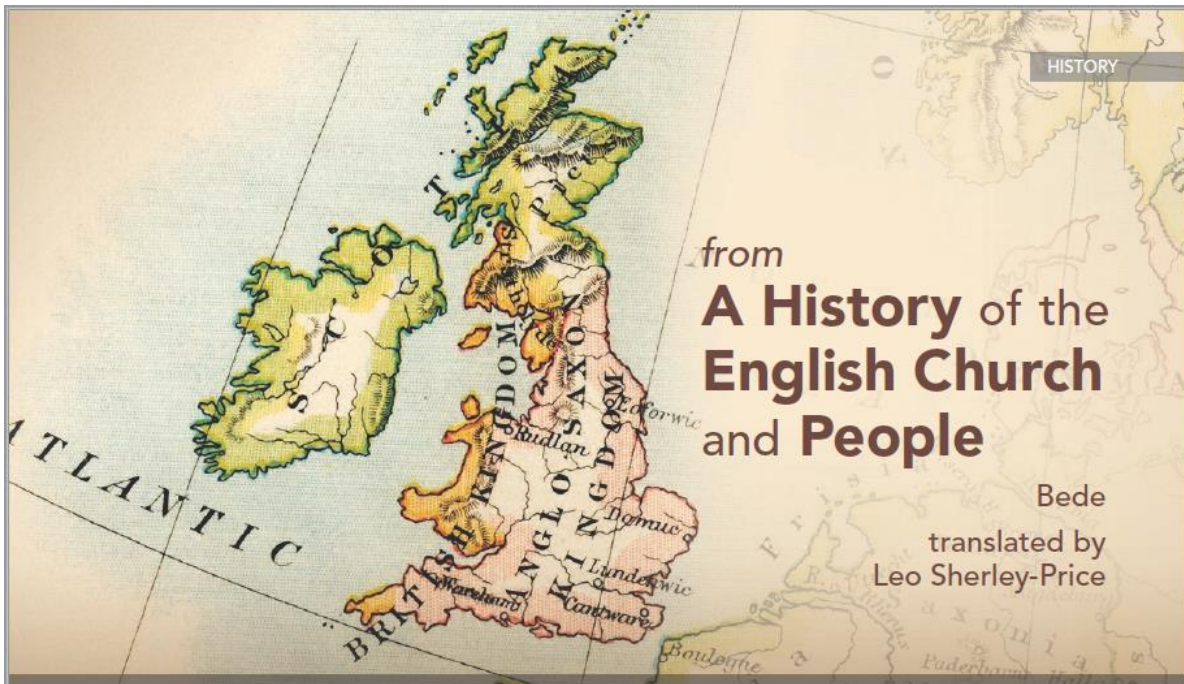
Week of 5/11/20 to 5/15/20

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	<p>This week, we'll learn about the history of Britain in an excerpt from <i>A History of the English Church and People</i>, a piece written by Bede in the eighth century. In this text, Bede discusses the physical location and size of Britain and Ireland and their early inhabitants. Bede includes vivid descriptions that allow us to infer the affection he had for his home country. His text will help you build background knowledge to explain Britain's history.</p> <p>As you read, continue to keep the essential question of the unit in mind: <i>What does it mean to call a place home?</i> Additional guiding questions that you can keep in mind during the reading are listed below.</p> <p>If you have access to a smartphone or tablet, the free Pearson BouncePages app will be useful this week</p>
Guiding Question #1	What makes a place important enough to write about?
Guiding Question #2	In what ways is home both a place and a state of mind?
Materials Needed	Learning Packet, pencil/pen, dictionary, device (optional)

	Watch	Read	Do
Day 1	ELA_G12_W5_L20	"A History of the English Church and People"	Jump Start and Vocabulary activities
Day 2	ELA_G12_W5_L21	"A History of the English Church and People"	Read paragraphs 1 and 2 and determine author's purpose
Day 3	ELA_G12_W5_L22	"A History of the English Church and People"	Read paragraph 3 and analyze details
Day 4	ELA_G12_W5_L23	"A History of the English Church and People"	Read paragraph 4 and list important characteristics from the text
Day 5	ELA_G12_W5_L24	"A History of the English Church and People"	Analyze details and connect text to essential question

Weekly Text



BACKGROUND

Although the majority of people in Bede's day were illiterate, and written records were scarce, Bede had access to books and documents, as well as contact with other learned monks, through his monastery. Using these sources, he was able to write a history of Britain. Bede hoped to reach a larger world of readers for his work—the Church to which he belonged and the Roman civilization in which it participated. Bede wrote his account of Britain for such readers, starting with the basics.



The Situation of Britain and Ireland: Their Earliest Inhabitants

¹ Britain, formerly known as Albion, is an island in the ocean, facing between north and west, and lying at a considerable distance from the coasts of Germany, Gaul, and Spain, which together form the greater part of Europe. It extends 800 miles northwards, and is 200 in **breadth**, except where a number of promontories stretch farther, the coastline round which extends to 3,675 miles. To the south lies Belgic Gaul,¹ from the nearest shore of which travelers can see the city known as Rutubi Portus, which the English have corrupted to Reptacestir.² The distance from there across the sea to Gessoriacum,³ the nearest coast of the Morini, is 50 miles or, as some write it, 450 furlongs.⁴ On the opposite side of Britain, which lies open to the boundless ocean, lie the isles of the Orcades.⁵ Britain is rich in grain

NOTES

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

breadth (brehdth) *n.*

1. **Belgic Gaul** France.
2. **Reptacestir** Richborough, part of the city of Sandwich.
3. **Gessoriacum** Boulogne, France.
4. **furlongs** *n.* units for measuring distance; a furlong is equal to one eighth of a mile.
5. **Orcades** Orkney Isles.

from A History of the English Church and People 731

NOTES

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

abounding (uh BOWND ihng)
adj.

innumerable (ih NOO muhr uh buhl)
adj.

and timber; it has good pasturage for cattle and draft animals,⁶ and vines are cultivated in various localities. There are many land and sea birds of various species, and it is well known for its plentiful springs and rivers **abounding** in fish. There are salmon and eel fisheries, while seals, dolphins, and sometimes whales are caught. There are also many varieties of shellfish, such as mussels, in which are often found excellent pearls of several colors: red, purple, violet, and green, but mainly white. Cockles⁷ are abundant, and a beautiful scarlet dye is extracted from them, which remains unfaded by sunshine or rain; indeed, the older the cloth, the more beautiful its color. The country has both salt and hot springs, and the waters flowing from them provide hot baths, in which the people bathe separately according to age and sex. As Saint Basil says: "Water receives its heat when it flows across certain metals, and becomes hot, and even scalding." The land has rich veins of many metals, including copper, iron, lead, and silver. There is also much black jet⁸ of fine quality, which sparkles in firelight. When burned, it drives away snakes, and, like amber, when it is warmed by friction, it clings to whatever is applied to it. In old times, the country had twenty-eight noble cities, and **innumerable** castles, all of which were guarded by walls, towers, and barred gates.

- 2 Since Britain lies far north toward the pole, the nights are short in summer, and at midnight it is hard to tell whether the evening twilight still lingers or whether dawn is approaching; for in these northern latitudes the sun does not remain long below the horizon at night. Consequently both summer days and winter nights are long, and when the sun withdraws southwards, the winter nights last eighteen hours. In Armenia,⁹ Macedonia,¹⁰ and Italy, and other countries of that latitude, the longest day lasts only fifteen hours and the shortest nine.
- 3 At the present time there are in Britain, in harmony with the five books of the divine law, five languages and four nations—English, British, Scots, and Picts. Each of these have their own language, but all are united in their study of God's truth by the fifth, Latin, which has become a common medium through the study of the scriptures. The original inhabitants of the island were the Britons, from whom it takes its name, and who, according to tradition, crossed into Britain from Armorica,¹¹ and occupied the southern parts. When they had spread northwards and possessed the greater part of the islands, it is said that some Picts from Scythia¹² put to sea in a few long ships and were driven by storms around the coasts of Britain, arriving at

6. **draft animals** animals used for pulling loads.

7. **Cockles** *n.* edible shellfish with two heart-shaped shells.

8. **jet** *n.* type of coal.

9. **Armenia** region between the Black and the Caspian seas, now divided between the nations of Armenia and Turkey.

10. **Macedonia** region in the eastern Mediterranean, now divided among Greece, Bulgaria, Albania, Serbia, Kosovo, and the Republic of Macedonia.

11. **Armorica** Brittany, France.

12. **Scythia** ancient region in southeastern Europe.

length on the north coast of Ireland. Here they found the nation of the Scots, from whom they asked permission to settle, but their request was refused. Ireland is the largest island after Britain, and lies to the west. It is shorter than Britain to the north, but extends far beyond it to the south towards the northern coasts of Spain, although a wide sea separates them. These Pictish seafarers, as I have said, asked for a grant of land to make a settlement. The Scots replied that there was not room for them both, but said: "We can give you good advice. There is another island not far to the east, which we often see in the distance on clear days. Go and settle there if you wish; should you meet resistance, we will come to your help." So the Picts crossed into Britain, and began to settle in the north of the island, since the Britons were in possession of the south. Having no women with them, these Picts asked wives of the Scots, who consented on condition that, when any dispute arose, they should choose a king from the female royal line rather than the male. This custom continues among the Picts to this day. As time went on, Britain received a third nation, that of the Scots, who migrated from Ireland under their chieftain Reuda, and by a combination of force and treaty, obtained from the Picts the settlements that they still hold. From the name of this chieftain, they are still known as Dalreudians, for in their tongue *dal* means a division.

- 4 Ireland is broader than Britain, and its mild and healthy climate is superior. Snow rarely lies longer than three days, so that there is no need to store hay in summer for winter use or to build stables for beasts. There are no reptiles, and no snake can exist there, for although often brought over from Britain, as soon as the ship nears land, they breathe its scented air and die. In fact, almost everything in this isle enjoys immunity to poison, and I have heard that folk suffering from snakebite have drunk water in which scrapings from the leaves of books from Ireland had been steeped, and that this remedy checked the spreading poison and reduced the swelling. The island abounds in milk and honey, and there is no lack of vines, fish, and birds, while deer and goats are widely hunted. It is the original home of the Scots, who, as already mentioned, later migrated and joined the Britons and Picts in Britain. There is a very extensive arm of the sea, which originally formed the boundary between the Britons and the Picts. This runs inland from the west for a great distance as far as the strongly fortified British city of Alcuith.¹³ It was to the northern shores of this firth¹⁴ that the Scots came and established their new homeland. ❖

13. **Alcuith** Dumbarton, Scotland.

14. **firth** *n.* narrow arm of the sea.

Lesson 20

Target	I can use my background knowledge and understanding of key vocabulary words to write about a topic.
Text, Materials, Video Name	"A History of the English Church and People" Note-catcher, Pencil, Dictionary WATCH VIDEO ELA_G12__W5_L20
Think	Think about the following Jump Start question and answer it on your note-catcher: <i>If you could travel back in time, what period of history would you most like to visit? What would you choose to do and see during your time there?</i>
Read	Skim the text to get an idea of what kind of information you are going to be learning in each paragraph. Underline or put a star next to anything that stands out to you.
Talk	With a friend, family member, or caregiver, talk about the following vocabulary words: <i>breadth, abounding, innumerable</i> Answer the following questions in your conversation: <i>Are you familiar with any of the words? Do you recognize the prefix, suffix, or base word of any of the words?</i> After your discussion, guess the meaning of the words. Then, look up each word in the dictionary and write the definition on your note-catcher. Use your definitions to answer the three vocabulary questions on your note-catcher.
Write	Write a response to the following prompt on your note-catcher: <i>Write a short paragraph about a place you once visited. Make sure to use each vocabulary word (breadth, abounding, innumerable) at least once.</i>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 20

Day 1

Jump Start question: *If you could travel back in time, what period of history would you most like to visit? What would you choose to do and see during your time there?*

Write your definitions below. Then, answer the three questions.

Breadth:

Abounding:

Innumerable:

WORD LIST

breadth

abounding

innumerable

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word, and then answer the question.

1. It took the team a huge amount of time to put together the resources they needed for the project. Were resources *abounding*? Explain.

2. Carolina could easily carry on a conversation about almost any topic. Would you say the *breadth* of her knowledge is extensive? Explain.

3. Simon had been to Europe countless times. He had also visited Asia and Africa on several occasions and often traveled to South America for work-related reasons. Would it be correct to say that his trips were *innumerable*? Explain.

Write a short paragraph about a place you once visited. Make sure to use each vocabulary word (breadth, abounding, innumerable) at least once.

Lesson 21

Target	I can identify details in a text and use them to determine the purpose of key sections.
Text, Materials, Video Name	<p><i>"A History of the English Church and People"</i> Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12__W5_L21</p>
Read	<p>Read and annotate the Background section and paragraphs 1 and 2 of the text. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>As you listen to the text and read along, annotate the passage by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that stand out to you. • Drawing a <u>box</u> any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Reread paragraph 1 and underline the details Bede uses to describe Britain. Then, reread paragraph 2 and underline the details that tell you about the days and nights in Britain.</p>
Think and Talk	<p>Think about the following question and share your answer with a family member, friend, or caregiver: <i>How does Britain's latitude, or distance from the equator, affect the lengths of days and nights throughout the year?</i> Talk about what other countries may have similar lengths of days and nights.</p>
Write	<p>On your note-catcher, write a paragraph to answer the following question: <i>Why is paragraph 1 important to the text? Why do you think the author included all of these details?</i></p> <p>You can use the following sentence frame to help begin your response: <i>Paragraph 1 is important to the "A History of the English Church and People" because _____ . The author included the details in paragraph 1 to _____ .</i> Then, continue your response by including details from the text.</p>
Closing	<ul style="list-style-type: none"> • Share your paragraph with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 21

Day 2

Why is paragraph 1 important to the text? Why do you think the author included these details?

Lesson 22

Target	I can use details from a text to make inferences about the time period in which it was written.
Text, Materials, Video Name	"A History of the English Church and People" Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12__W5_L22
Read	<p>Reread paragraphs 1 and 2 and read paragraph 3 for the first time. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>As you listen to the text and read along, annotate the paragraph by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that are compelling or stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Reread paragraph 3 and underline the details that you think Bede could not actually have known.</p>
Think	Think about the following question: <i>Why do you think Bede wouldn't have known the details you marked in this paragraph?</i>
Talk	With a friend, family member, or caregiver, talk about the following question: <i>Since Bede included details in paragraph 3 that he wouldn't have actually known were true, what does that tell you about historical writing during his time?</i>
Write	<p>On your note-catcher, write a response to the following questions:</p> <ul style="list-style-type: none"> • <i>According to Bede, how does Latin unite Britain?</i> • <i>Into what nations is Britain divided at the time Bede is writing his history?</i> • <i>Based on the information you underlined in paragraph 3, how was historical writing in the eighth century different from nonfiction writing today?</i>
Closing	<ul style="list-style-type: none"> • With a friend or family member, share your opinion of whether you think the author was effective at conveying her purpose in the essay. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 22

Day 3

According to Bede, how does Latin unite Britain?

Into what nations is Britain divided at the time Bede is writing his history?

Based on the information you underlined in paragraph 3, how was historical writing in the eighth century different from nonfiction writing today?

Lesson 23

Target	I can determine the importance of details in a text.
Text, Materials, Video Name	<p>“A History of the English Church and People” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12__W5_L23</p>
Read	<p>Reread paragraphs 1, 2, and 3 and read paragraph 4 for the first time. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>As you listen to the text and read along, annotate by:</p> <ul style="list-style-type: none"> • Marking the characteristics of Britain that are described in the text. • <u>Underlining</u> words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Then, reread paragraph 4 and underline the details Bede uses to describe reptiles in Ireland.</p>
Think	Think about the following question: <i>What claim does Bede make about reptiles in Ireland?</i>
Talk	With a family member, caregiver, or friend, share what the text says about reptiles in Ireland and whether you think this is true. Then, talk about what you learned about the history of Britain and how it connects with what you may have already known about that part of the world.
Write	<p>On your note-catcher, write a response to the following question: <i>What claim does Bede make about reptiles in Ireland?</i></p> <p>Then, create a list of the most important characteristics of Britain that Bede describes in the text.</p>
Closing	<ul style="list-style-type: none"> • Share your list with someone and tell them which characteristics were new for you and which you already knew about. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 23

Day 4

What claim does Bede make about reptiles in Ireland?

Create a list of the most important characteristics of Britain that Bede describes in the text.

Lesson 24

Target	I can evaluate different types of information in a historical text and connect a text to the unit's essential question.
Text, Materials, Video Name	"A History of the English Church and People" Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12__W5_L24
Think	<p>Jump Start (answer on your note-catcher): <i>When reading the history of a particular place, what kinds of information do you expect to find? Is it important to you that the information be factual?</i></p> <p>Historical writing tells the story of past events using reliable evidence, such as eyewitness reports, documents, and facts.</p> <p>However, Bede lived at a time when even educated people were more superstitious and less informed than they are today. Also, his biases and beliefs affected his accounts. In Bede's historical writing, therefore, you will find that some statements reflect superstition, rumor, incorrect information, or personal religious belief. It is not as accurate as more recent nonfiction texts.</p>
Read	Reread the text. Mark examples you find of facts, superstition, and personal beliefs.
Talk	Talk with a friend, family member, or caregiver about the superstitious details and personal beliefs that Bede included in the text. Discuss the following question: <i>Was it right for Bede to include these details in a historical text? Why or why not?</i>
Write	<p>On your note-catcher, complete the chart with examples of facts, superstitions, and personal beliefs you found in the text.</p> <p>Then, think about what this text has taught you about the meaning of home and write 3–5 sentences to answer the following question: <i>What does it mean to call a place home?</i></p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone; • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 24

Day 5

Jump Start: *When reading the history of a particular place, what kinds of information do you expect to find? Is it important to you that the information be factual?*

Find examples of facts, superstitions, and personal beliefs in the text and write them in the table below.

Element	Examples
facts	
superstitions	
personal beliefs	

Think about what this text has taught you about the meaning of home and write 3–5 sentences to answer the following question: *What does it mean to call a place home?*

Grade 12 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



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

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	<p>This week, we will read an excerpt from the novel <i>Buried Giants</i>, by Kazuo Ishiguro. This novel features two elderly characters, Axl and Beatrice, who live in sixth-century Britain. In this excerpt, we will see how the storyteller describes rural Britain during this early time period and think about how this may differ from Bede's description of Britain in last week's text.</p> <p>As you read, continue to keep the essential question of the unit in mind: <i>What does it mean to call a place home?</i> Additional guiding questions that you can keep in mind during the reading are listed below.</p> <p>If you have access to a smartphone or tablet, the free Pearson BouncePages app will be useful this week. This app will provide you with an audio version of the text that you can use to support your learning.</p>
Guiding Question #1	What makes a place important enough to write about?
Guiding Question #2	In what ways is home both a place and a state of mind?
Materials Needed	Learning Packet, pencil/pen, dictionary, device (optional)

	Watch	Read	Do
Day 1	ELA_G12_W6_L25	"Buried Glant"	First Read and summarize the text
Day 2	ELA_G12_W6_L26	"Buried Glant"	Reread to focus on the setting and use details to draw pictures
Day 3	ELA_G12_W6_L27	"Buried Glant"	Read paragraph 4 and compare with a previous text
Day 4	ELA_G12_W6_L28	"Buried Glant"	Read paragraphs 5 and 6 and connect to guiding question
Day 5	_ELA_G12_W6_L29	"Buried Glant"	Reread text and connect to essential question

Weekly Text



About the Author



Kazuo Ishiguro (b. 1954) has been telling riveting stories since his early twenties. He was born in Nagasaki, Japan—though he knew nothing about the 1945 Hiroshima and Nagasaki bombings until after he moved to England at the age of five. Ishiguro's novels often touch on the theme of memory and the ways in which it fades and gets distorted, as well as on humans' inability, often, to fully face the past. He has won many awards for his writing, including the Man Booker Prize for his novel *The Remains of the Day*.

SCAN FOR
MULTIMEDIA 

BACKGROUND

This excerpt from the first chapter of *The Buried Giant* is set in Britain around the sixth century C.E. After several centuries as a province of the Roman Empire, Britain had returned to local rule, but had also descended into violence and ethnic tension as the Saxons, a Germanic tribe, began to invade. This period also gave rise to many well-known legends, including that of King Arthur, a mythical British king said to have battled the Saxons as well as dragons and other fantastical creatures.

¹ **Y**ou would have searched a long time for the sort of winding lane or tranquil meadow for which England later became celebrated. There were instead miles of desolate, uncultivated land; here and there rough-hewn paths over craggy hills or bleak moorland.¹ Most of the roads left by the Romans would by then have become broken or overgrown, often fading into wilderness. Icy fogs hung over rivers and marshes, serving all too well the

NOTES

1. **moorland** (MUR land) *n.* tract of open wasteland, usually covered with low bushes.

ogres² that were then still native to this land. The people who lived nearby—one wonders what desperation led them to settle in such gloomy spots—might well have feared these creatures, whose panting breaths could be heard long before their deformed figures emerged from the mist. But such monsters were not cause for astonishment. People then would have regarded them as everyday hazards, and in those days there was so much else to worry about. How to get food out of the hard ground; how not to run out of firewood; how to stop the sickness that could kill a dozen pigs in a single day and produce green rashes on the cheeks of children.

- 2 In any case, ogres were not so bad provided one did not provoke them. One had to accept that every so often, perhaps following some obscure dispute in their ranks, a creature would come blundering into a village in a terrible rage, and despite shouts and brandishings of weapons, rampage about injuring anyone slow to move out of its path. Or that every so often, an ogre might carry off a child into the mist. The people of the day had to be philosophical about such outrages.
- 3 In one such area on the edge of a vast bog, in the shadow of some jagged hills, lived an elderly couple, Axl and Beatrice. Perhaps these were not their exact or full names, but for ease, this is how we will refer to them. I would say this couple lived an isolated life, but in those days few were “isolated” in any sense we would understand. For warmth and protection, the villagers lived in shelters, many of them dug deep into the hillside, connecting one to the other by underground passages and covered corridors. Our elderly couple lived within one such sprawling warren³—“building” would be too grand a word—with roughly sixty other villagers. If you came out of their warren and walked for twenty minutes around the hill, you would have reached the next settlement, and to your eyes, this one would have seemed identical to the first. But to the inhabitants themselves, there would have been many distinguishing details of which they would have been proud or ashamed.
- 4 I have no wish to give the impression that this was all there was to the Britain of those days; that at a time when magnificent civilizations flourished elsewhere in the world, we were here not much beyond the Iron Age.⁴ Had you been able to roam the countryside at will, you might well have discovered castles containing music, fine food, athletic excellence; or monasteries with inhabitants steeped in learning. But there is no getting

2. **ogres** (OH guhrz) *n.* man-eating monsters.

3. **warren** (WAWR uhn) *n.* network of interconnected rabbit burrows; a maze-like, overcrowded area or building that resembles these burrows.

4. **Iron Age** period marked by the widespread use of iron tools and weapons; the final prehistoric period of many human societies.

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around it. Even on a strong horse, in good weather, you could have ridden for days without spotting any castle or monastery looming out of the greenery. Mostly you would have found communities like the one I have just described, and unless you had with you gifts of food or clothing, or were ferociously armed, you would not have been sure of a welcome. I am sorry to paint such a picture of our country at that time, but there you are.

- 5 To return to Axl and Beatrice. As I said, this elderly couple lived on the outer fringes of the warren, where their shelter was less protected from the elements and hardly benefited from the fire in the Great Chamber where everyone congregated at night. Perhaps there had been a time when they had lived closer to the fire; a time when they had lived with their children. In fact, it was just such an idea that would drift into Axl's mind as he lay in his bed during the empty hours before dawn, his wife soundly asleep beside him, and then a sense of some unnamed loss would gnaw at his heart, preventing him from returning to sleep.
- 6 Perhaps that was why, on this particular morning, Axl had abandoned his bed altogether and slipped quietly outside to sit on the old warped bench beside the entrance to the warren in wait for the first signs of daylight. It was spring, but the air still felt bitter, even with Beatrice's cloak, which he had taken on his way out and wrapped around himself. Yet he had become so absorbed in his thoughts that by the time he realized how cold he was, the stars had all but gone, a glow was spreading on the horizon, and the first notes of birdsong were emerging from the dimness.
- 7 He rose slowly to his feet, regretting having stayed out so long. He was in good health, but it had taken a while to shake off his last fever and he did not wish it to return. Now he could feel the damp in his legs, but as he turned to go back inside, he was well satisfied: for he had this morning succeeded in remembering a number of things that had eluded him for some time. Moreover, he now sensed he was about to come to some momentous decision—one that had been put off far too long—and felt an excitement within him which he was eager to share with his wife.
- 8 Inside, the passageways of the warren were still in complete darkness, and he was obliged to feel his way the short distance back to the door of his chamber. Many of the "doorways" within the warren were simple archways to mark the threshold to a chamber. The open nature of this arrangement would not have struck the villagers as compromising their privacy, but allowed rooms to benefit from any warmth coming down the corridors from the great fire or the smaller fires permitted within the warren. Axl and Beatrice's room, however, being too far from any fire had something we might recognize as an actual door; a large wooden frame criss-crossed with small branches, vines, and

thistles⁵ which someone going in and out would each time have to lift to one side, but which shut out the chilly drafts. Axl would happily have done without this door, but it had over time become an object of considerable pride to Beatrice. He had often returned to find his wife pulling off withered pieces from the construct and replacing them with fresh cuttings she had gathered during the day.

9 This morning, Axl moved the barrier just enough to let himself in, taking care to make as little noise as possible. Here, the early dawn light was leaking into the room through the small chinks of their outer wall. He could see his hand dimly before him, and on the turf bed, Beatrice's form still sound asleep under the thick blankets.

10 He was tempted to wake his wife. For a part of him felt sure that if, at this moment, she were awake and talking to him, whatever last barriers remained between him and his decision would finally crumble. But it was some time yet until the community roused itself and the day's work began, so he settled himself on the low stool in the corner of the chamber, his wife's cloak still tight around him. . . .

5. **thistles** (THIH5 uhlz) *n.* prickly plants, usually with purple flowers.

Lesson 25

Target	I can read and summarize a narrative text.
Text, Materials, Video Name	<p><i>“Buried Giant”</i> Note-catcher, Pencil, Dictionary, Device (optional) WATCH VIDEO ELA_G12_W6_L25</p>
Read	<p>Read and annotate the text, including the “About the Author” and Background sections of the text. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>As you listen to the text and read along, annotate the passage by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins.
Think	<p>Think about the end of this excerpt. What do you think will happen next in the story?</p> <p>Then, look back at the unfamiliar words that you circled. Look for context clues in the surrounding sentences that may give you a clue to the meaning of the word.</p>
Talk	Describe Axl and Beatrice to a friend, family member, or caregiver.
Write	<p>On your note-catcher, write a 5–7 sentence summary of “Buried Giant”. Remember that a summary is a clear, concise, and objective overview of a text.</p> <p>Then, use a dictionary to look up any unfamiliar words that you circled. Write the definitions on your note-catcher.</p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 25

Day 1

On your note-catcher, write a 5–7 sentence summary of "Buried Giant". Remember that a summary is a clear, concise, and objective overview of a text.

Use a dictionary to look up any unfamiliar words that you circled during your first read. Write the words and definitions below.

Lesson 26

Target	I can visualize the setting of a story using key details from a text.
Text, Materials, Video Name	<i>"Buried Giant"</i> Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W6_L26
Read	Reread "Buried Giant." If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.
Think	Underline the details on paragraphs 1, 3, 4, and 8 that relate to the setting of the story.
Talk	Describe where Axl and Beatrice live a family member, caregiver, or friend.
Write	Use details from the text to draw two pictures of the setting of the story: <ul style="list-style-type: none">• First, draw a picture of the two warrens and where they are in relation to each other and to the hill.• Then, draw a picture of the inside of the warren and the door to Axl and Beatrice's chamber. Use words from the text to label your pictures.
Closing	<ul style="list-style-type: none">• Share your drawings with someone.• After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 26

Day 2

Use details from the text to draw a picture of the two warrens and where they are in relation to each other and to the hill. Use words from the text to label your picture.

Use details from the text to draw a picture of the inside of the warren and the door to Axl and Beatrice's chamber. Use words from the text to label your picture.

Lesson 27

Target	I can analyze the author’s word choices to determine their effect on the reader.
Text, Materials, Video Name	“Buried Giant” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W6_L27
Read	Reread paragraph 4. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.
Think	Mark the sentences in which the storyteller speaks directly to the readers.
Talk	With a family member, caregiver, or friend, talk about the following question: <i>What is the storyteller telling the readers in the sentences you marked? Why do you think he started talking directly to the reader?</i>
Write	On your note-catcher, write a response to the following questions: <ul style="list-style-type: none"> • <i>How does the storyteller feel about ancient rural Britain? How do you know?</i> • <i>How is the storyteller’s depiction of Britain different from Bede’s description in “A History of the English Church and People” (last week’s text)?</i>
Closing	<ul style="list-style-type: none"> • With a friend or family member, share your responses. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 27

Day 3

How does the storyteller feel about ancient rural Britain? How do you know?

How is the storyteller's depiction of Britain different from Bede's description in "A History of the English Church and People" (last week's text)?

Lesson 28

Target	I can connect ideas from a text to the essential question of the unit.
Text, Materials, Video Name	<p><i>“Buried Giant”</i></p> <p>Note-catcher, Pencil</p> <p>WATCH VIDEO ELA_G12_W6_L28</p>
Read	Reread “Buried Giant”. In paragraphs 5 and 6, mark the words and phrases that describe how Axl feels.
Think	Think about the following question: <i>Why might Axl be feeling this way? What details does the author provide to help you answer this question?</i>
Talk	Talk to a family member, caregiver, or friend about the following questions: <i>How is this text connected to others in the unit? Why do you think this text belongs in this unit?</i>
Write	<p><i>What has reading this novel excerpt helped you understand about what people call home?</i></p> <p>Write 5–7 sentences to answer the following question: <i>What does it mean to call a place home?</i></p> <p>Use evidence from the text to support your answer.</p>
Closing	<ul style="list-style-type: none"> ● Share your response with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 28

Day 4

Write 5–7 sentences to answer the following questions:

What does it mean to call a place home? What has reading this novel excerpt helped you understand about what people call home?

Use evidence from the text to support your answer.

Lesson 29

Target	I can find details in a text that connect to a guiding question from the unit.
Text, Materials, Video Name	<i>"Buried Giant"</i> Note-catcher, Pencil WATCH VIDEO ELA_G12_W6_L29
Read	Reread "Buried Giant".
Think	Mark places in the text that describe Axl and Beatrice's harsh living conditions. Then, mark the words and phrases that provide insight into how they feel about their home.
Talk	Talk with a friend, family member, or caregiver about the following question: <i>How do Axl and Beatrice feel about their home? Has this feeling changed over time?</i>
Write	What has reading this excerpt of "Buried Giant" helped you understand about the ways a home is both a place and a state of mind? Write two paragraphs on your note-catcher to answer the following guiding question from the unit: <i>In what ways is home both a place and a state of mind?</i> Use evidence from the text to support your answer.
Closing	<ul style="list-style-type: none">● Share your writing with someone.● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 29

Day 5

Write two paragraphs to answer the following question: *In what ways is home both a place and a state of mind?* Use evidence from the text to support your answer.

Grade 12 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



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

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	<p>This week, we will read “Escape from the Old Country,” a poem by Adrienne Su. It is about being the child of parents who immigrated to the United States from China. Like much of her work, the poem describes what it means to be a member of a community, whether it be a family, a neighborhood, or an ethnic group. In “Escape from the Old Country,” you’ll read about Su’s ideas of home being related to one’s ancestors.</p> <p>As you read, continue to keep the essential question of the unit in mind: <i>What does it mean to call a place home?</i> Additional guiding questions that you can keep in mind during the reading are listed below.</p> <p>If you have access to a smartphone or tablet, the free Pearson BouncePages app will be useful this week. This app will provide you with an audio version of the text that you can use to support your learning.</p>
Guiding Question #1	What makes a place important enough to write about?
Guiding Question #2	In what ways is home both a place and a state of mind?
Materials Needed	Learning Packet, pencil/pen, dictionary, device (optional)

	Watch	Read	Do
Day 1	ELA_G12_W7_L30	“Escape from the Old Country”	First read and make connections
Day 2	ELA_G12_W7_L31	“Escape from the Old Country”	Reread lines 1–17, answer questions, and paraphrase
Day 3	ELA_G12_W7_L32	“Escape from the Old Country”	Reread lines 20–28, answer questions, and paraphrase
Day 4	ELA_G12_W7_L33	“Escape from the Old Country”	Determine theme and connection to essential question

Weekly Text



NOTES

I never had to make one,
no sickening weeks by ocean,

no waiting for the aerogrammes⁷
that gradually ceased to come.

5 Spent the babysitting money
on novels, shoes, and movies,
yet the neighborhood stayed empty.
It had nothing to do with a journey

10 not undertaken, not with dialect,
nor with a land that waited

to be rediscovered, then rejected.
As acid rain collected

above the suburban hills, I tried
to imagine being nothing, tried

15 to be able to claim, "I have
no culture," and be believed.

Yet the land occupies the person
even as the semblance of freedom

invites a kind of recklessness.

20 Tradition, unobserved, unasked,
hangs on tight; ancestors roam
into reverie, interfering at the most

awkward moments, first flirtations,
in doorways and dressing rooms—

25 But of course. Here in America,
no one escapes. In the end, each traveler
returns to the town where, everyone
knew, she hadn't even been born.

* aerogrammes (AIR uh gramz) *n.* letters sent by air.

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Adrienne Su (b. 1967) was raised in Atlanta, Georgia. She graduated from Radcliffe College at Harvard University and received a Master of Fine Arts from the University of Virginia. She has published three books of poetry and teaches at Dickinson College in Carlisle, Pennsylvania. She says that "writing goes best for me when it's woven into everyday life."

Escape From the Old Country

"Escape From the Old Country" is a poem from Su's collection *Sanctuary*, published in 2006. It is about being the child of parents who immigrated to the United States from China. Like much of Su's work, the poem illuminates what it means to be a member of a community, whether it be a family, a neighborhood, or an ethnic group.

Lesson 30

Target	I can read a poem and connect its message with a movie, song, or piece of art.
Text, Materials, Video Name	<p><i>"Escape from the Old Country"</i> Note-catcher, Pencil, Dictionary, Device (optional) WATCH VIDEO ELA_G12_W7_L30</p>
Read	<p>Read the "About the Author" and background information sections at the bottom of page 2. Then, do a first read of the poem. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>As you listen to the text and read along, annotate the poem by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that seem particularly important, powerful, or beautiful. • <u>Taking notes</u> that capture the feeling the poem conveys. • <u>Drawing a box</u> any unfamiliar words or phrases. • <u>Writing down</u> any reactions, opinions, or questions that you have about the text in the margins.
Think	Think about the poem. What movies, songs, or pieces of art does the poem remind you of?
Talk	With a friend, family member, or caregiver, talk about your first impression of the poem and what you think the author's message is.
Write	Write a response to the following prompt on your note-catcher: <i>Think of a movie, song, or piece of art that the poem reminds you of. Write 3–5 sentences about how the two are connected.</i>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 30

Day 1

Think of a movie, song, or piece of art that the poem reminded you of. Write 3–5 sentences about how the two are connected.

Lesson 31

Target	I can read a poem and answer questions about specific details.
Text, Materials, Video Name	<p><i>“Escape from the Old Country”</i> Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W7_L31</p>
Read	<p>Read the poem. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>Reread lines 1–4 and answer the first Think and Talk question below. Then, reread lines 12–16 and answer the second Think and Talk question below. After that, reread line 17 and answer the third Think and Talk question below.</p>
Think and Talk	<p>Think about what the author is talking about in lines 1–4. What is “one” referring to? How does this connect to what you learned about the author in Lesson 1? Share your thinking with a friend, family member, or caregiver.</p> <p>In lines 12–16, think about what the author is trying to imagine. What does she mean by “tried to imagine being nothing”? Share your thinking with a friend, family member, or caregiver.</p> <p>In line 17, think about what the poet means by “the land occupies the person.” Do you agree? Discuss your answer with a friend, caregiver, or family member.</p>
Write	<p>On your note-catcher, write responses to the following questions:</p> <ul style="list-style-type: none"> • <i>What type of journey has the speaker never had to take?</i> • <i>What does the speaker try to imagine being?</i> • <i>What does the poet mean by the phrase “the land occupies the person”?</i> <p>Then, paraphrase lines 1–19 of the poem on your note-catcher.</p>
Closing	<ul style="list-style-type: none"> • Share your answers with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 31

Day 2

What type of journey has the speaker never had to take?

What does the speaker try to imagine being?

What does the poet mean by the phrase "the land occupies the person"?

Paraphrase lines 1–19 of the poem.

Lesson 32

Target	I can analyze how a poet’s word choice to determine their intended audience.
Text, Materials, Video Name	<p>“Escape from the Old Country” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W7_L32</p>
Read	<p>Reread the poem. If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along. Then, reread lines 20–24 and answer the Think and Talk question below.</p>
Think and Talk	<p>In lines 20–24, what is the poet saying that tradition does? Share your thinking with a friend, family member, or caregiver.</p> <p>The vantage point from which a narrative is told is called the point of view. Authors determine which point of view to use by the voice they choose to relate the events. In a poem that uses the first-person point of view, events or experiences are related through the speaker’s own eyes.</p> <p>Poets often chose a specific audience, too. In direct address, the speaker speaks directly to the audience. The speaker might name a specific person to whom they are talking, or they might use “you” or “we” to show that the reader is the audience. Another type of audience is an implied audience, or an audience that is hinted at but not explicitly stated. Instead, readers must infer who the audience is using clues in the text.</p>
Write	<p>On your note-catcher, list the clues that give you hints about who the audience is supposed to be.</p> <p>Then, answer the following question: <i>According to the poet, what does tradition do?</i></p> <p>Finally, paraphrase lines 20–28 of the poem on your note-catcher.</p>
Closing	<ul style="list-style-type: none"> ● Share your writing with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 32

Day 3

Use details from the poem to complete the following the table.

Details related to the audience	Direct address or Implied audience?	Who or what is the audience?

According to the poet, what does tradition do?

Paraphrase lines 20–28 of the poem.

Lesson 33

Target	I can determine the theme of a poem and connect it to the essential question of the unit.
Text, Materials, Video Name	<p>“Escape from the Old Country” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W7_L33</p>
Read	Reread lines 20–24 of “Escape from the Old Country.”
Think and Talk	<p>A universal theme is an idea about life that is expressed in just about every culture and era. It is a message that every reader will recognize. Some universal themes are about the value of love, the need for honesty, and the horrors of war.</p> <p>A culturally specific theme is more meaningful to some cultures than others. For example, themes about unwavering obedience of offspring and ancestor worship are themes in some Asian cultures but not all cultures. A culturally specific theme might also relate to a work’s historical context, or the time period in which it was written.</p> <p>Think about the theme of lines 20–24 and whether it is universal or culturally specific. Talk about your answer with a friend, family member, or caregiver.</p>
Write	<p>On your note-catcher, write a 4–6 sentence response to each of the following questions. Use details from the poem to support each of your answers.:</p> <ul style="list-style-type: none"> • <i>What is the theme of “Escape from the Old Country”?</i> • <i>In what ways is home both a place and a state of mind?</i>
Closing	<ul style="list-style-type: none"> • Share your responses with someone and connect them to the essential question: <i>What does it mean to call a place home?</i> • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 33

Day 4

Write a 4–6 sentence response to the following question. Use details from the poem to support your answer: *What is the theme of "Escape from the Old Country"?*

Write a 4–6 sentence response to the following question. Use details from the poem to support your answer: *In what ways is home both a place and a state of mind?*

Grade 12 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



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

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	<p>This week, we will read “My Old Home,” a short story by Lu Hsun. It is a first-person narrative of a man who travels to his old home to move his remaining family closer to his current home. He is shocked by his memory of his home and what he now sees. When he meets with a childhood friend, he realizes that class distinctions have created a barrier between them. He observes that only the children, his young nephew and the son of his old friend, are comfortable with each other now.</p> <p>As you read, keep the essential question of the unit in mind: <i>What does it mean to call a place home?</i> Additional guiding questions that you can keep in mind during the reading are listed below.</p> <p>If you have access to a smartphone or tablet, the free Pearson BouncePages app will be useful this week.</p>
Guiding Question #1	What makes a place important enough to write about?
Guiding Question #2	In what ways is home both a place and a state of mind?
Materials Needed	Learning Packet, pencil/pen, dictionary, device (optional)

	Watch	Read	Do
Day 1	ELA_G12_W8_L34	“My Old Home”	Jump Start and Vocabulary activities, Read <i>About the Author and Background</i>
Day 2	ELA_G12_W8_L35	“My Old Home”	Read paragraphs 1–29, summarize, answer questions
Day 3	ELA_G12_W8_L36	“My Old Home”	Read paragraphs 30–52, summarize, answer questions
Day 4	ELA_G12_W8_L37	“My Old Home”	Read paragraphs 53–end, summarize, answer questions
Day 5	ELA_G12_W8_L38	“My Old Home”	Analyze details, connect text to guiding question

Weekly Text



About the Author



Lu Hsun (1881–1936) is a major figure in twentieth-century Chinese literature. He wrote short stories, poetry, essays, and literary criticism, both in Classical and vernacular Chinese. As a young man, he studied medicine, but quit before receiving his degree in order to devote himself to literature. During the 1930s, Lu was considered for the Nobel Prize in Literature. Also around this time, he renounced the writing of fiction and wrote primarily essays until his death.

SCAN FOR
MULTIMEDIA



BACKGROUND

In this story, Lu Hsun explores the issue of how intellectuals are to live their lives, specifically in China. It is a theme that Lu and other Chinese writers during the 1920s addressed again and again in their short stories and novels. The problem is eloquently illustrated by the descriptions of the grown narrator and his childhood friend Jun-tu. The narrator, a successful writer, has traveled extensively. As a result, he is cosmopolitan and sophisticated. His old friend, on the other hand, never left their hometown and never escaped the lower economic origins of his family. The chasm between their two personalities seems impossible to ignore or cross.

- 1 **B**raving the bitter cold, I traveled more than seven hundred miles back to the old home I had left over twenty years before.
- 2 It was late winter. As we drew near my former home the day became overcast and a cold wind blew into the cabin of our boat, while all one could see through the chinks in our bamboo awning were a few desolate villages, void of any sign of life, scattered far

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and near under the somber yellow sky. I could not help feeling depressed.

3 Ah! Surely this was not the old home I had remembered for the past twenty years?

4 The old home I remembered was not in the least like this. My old home was much better. But if you asked me to recall its peculiar charm or describe its beauties, I had no clear impression, no words to describe it. And now it seemed this was all there was to it. Then I rationalized the matter to myself, saying: Home was always like this, and although it has not improved, still it is not so depressing as I imagine; it is only my mood that has changed, because I am coming back to the country this time with no illusions.

5 This time I had come with the sole object of saying goodbye. The old house our clan had lived in for so many years had already been sold to another family, and was to change hands before the end of the year. I had to hurry there before New Year's Day to say goodbye for ever to the familiar old house, and to move my family to another place where I was working, far from my old home town.

6 At dawn on the second day I reached the gateway of my home. Broken stems of withered grass on the roof, trembling in the wind, made very clear the reason why this old house could not avoid changing hands. Several branches of our clan had probably already moved away, so it was unusually quiet. By the time I reached the house my mother was already at the door to welcome me, and my eight-year-old nephew, Hung-erh, rushed out after her.

7 Though mother was delighted, she was also trying to hide a certain feeling of sadness. She told me to sit down and rest and have some tea, letting the removal wait for the time being. Hung-erh, who had never seen me before, stood watching me at a distance.

8 But finally we had to talk about the removal. I said that rooms had already been rented elsewhere, and I had bought a little furniture; in addition it would be necessary to sell all the furniture in the house in order to buy more things. Mother agreed, saying that the luggage was nearly all packed, and about half the furniture that could not easily be moved had already been sold. Only it was difficult to get people to pay up.

9 "You must rest for a day or two, and call on our relatives, and then we can go," said mother.

10 "Yes."

11 "Then there is Jun-tu. Each time he comes here he always asks after you, and wants very much to see you again. I told him the

probable date of your return home, and he may be coming any time.”

- 12 At this point a strange picture suddenly flashed into my mind: a golden moon suspended in a deep blue sky and beneath it the seashore, planted as far as the eye could see with jade-green watermelons, while in their midst a boy of eleven or twelve, wearing a silver necklet and grasping a steel pitch-fork in his hand, was thrusting with all his might at a *zba* which dodged the blow and escaped between his legs.
- 13 This boy was Jun-tu. When I first met him he was just over ten—that was thirty years ago, and at that time my father was still alive and the family well off, so I was really a spoiled child. That year it was our family’s turn to take charge of a big ancestral sacrifice, which came round only once in thirty years, and hence was an important one. In the first month the ancestral images were presented and offerings made, and since the sacrificial vessels were very fine and there was such a crowd of worshipers, it was necessary to guard against theft. Our family had only one part-time laborer. (In our district we divide laborers into three classes: those who work all the year for one family are called full-timers; those who are hired by the day are called dailies; and those who farm their own land and only work for one family at New Year, during festivals or when rents are being collected are called part-timers.) And since there was so much to be done, he told my father that he would send for his son Jun-tu to look after the sacrificial vessels.
- 14 When my father gave his consent I was overjoyed, because I had long since heard of Jun-tu and knew that he was about my own age, born in the intercalary month,¹ and when his horoscope was told it was found that of the five elements that of earth was lacking, so his father called him Jun-tu (Intercalary Earth). He could set traps and catch small birds.
- 15 I looked forward every day to New Year, for New Year would bring Jun-tu. At last, when the end of the year came, one day mother told me that Jun-tu had come, and I flew to see him. He was standing in the kitchen. He had a round, crimson face and wore a small felt cap on his head and a gleaming silver necklet round his neck, showing that his father doted on him and, fearing he might die, had made a pledge with the gods and buddhas, using the necklet as a talisman. He was very shy, and I was the only person he was not afraid of. When there was no one else there, he would talk with me, so in a few hours we were fast friends.

1. **intercalary month** (ihn TUR kuh lehr ee muhnth) One year in the Chinese lunar calendar consists of 360 days. Every few years, an extra, or intercalary, month is added to the Chinese lunar calendar. The practice is similar to our leap year, when an extra day is added to the end of February.

- 16 I don't know what we talked of then, but I remember that Jun-tu was in high spirits, saying that since he had come to town he had seen many new things.
- 17 The next day I wanted him to catch birds.
- 18 "Can't be done," he said. "It's only possible after a heavy snowfall. On our sands, after it snows, I sweep clear a patch of ground, prop up a big threshing basket with a short stick, and scatter husks of grain beneath. When the birds come there to eat, I tug a string tied to the stick, and the birds are caught in the basket. There are all kinds: wild pheasants, woodcocks, wood-pigeons, 'blue-backs' . . ."
- 19 Accordingly I looked forward very eagerly to snow.
- 20 "Just now it is too cold," said Jun-tu another time, "but you must come to our place in summer. In the daytime we'll go to the seashore to look for shells, there are green ones and red ones, besides 'scare-devil' shells and 'buddha's hands.' In the evening when dad and I go to see to the watermelons, you shall come too."
- 21 "Is it to look out for thieves?"
- 22 "No. If passersby are thirsty and pick a watermelon, folk down our way don't consider it as stealing. What we have to look out for are badgers, hedgehogs and *zba*. When under the moonlight you hear the crunching sound made by the *zba* when it bites the melons, then you take your pitchfork and creep stealthily over. . . ."
- 23 I had no idea then what this thing called *zba* was—and I am not much clearer now for that matter—but somehow I felt it was something like a small dog, and very fierce.
- 24 "Don't they bite people?"
- 25 "You have a pitchfork. You go across, and when you see it you strike. It's a very cunning creature and will rush towards you and get away between your legs. Its fur is as slippery as oil. . . ."
- 26 I had never known that all these strange things existed: at the seashore there were shells all colors of the rainbow; watermelons were exposed to such danger, yet all I had known of them before was that they were sold in the greengrocer's.
- 27 "On our shore, when the tide comes in, there are lots of jumping fish, each with two legs like a frog. . . ."
- 28 Jun-tu's mind was a treasure-house of such strange lore, all of it outside the ken of my former friends. They were ignorant of all these things and, while Jun-tu lived by the sea, they like me could see only the four corners of the sky above the high courtyard wall.
- 29 Unfortunately, a month after New Year Jun-tu had to go home. I burst into tears and he took refuge in the kitchen, crying and refusing to come out, until finally his father carried him off. Later he sent me by his father a packet of shells and a few very beautiful

feathers, and I sent him presents once or twice, but we never saw each other again.

30 Now that my mother mentioned him, this childhood memory sprang into life like a flash of lightning, and I seemed to see my beautiful old home. So I answered:

31 “Fine! And he—how is he?”

32 “He? . . . He’s not at all well off either,” said mother. And then, looking out of the door: “Here come those people again. They say they want to buy our furniture; but actually they just want to see what they can pick up. I must go and watch them.”

33 Mother stood up and went out. The voices of several women could be heard outside. I called Hung-erh to me and started talking to him, asking him whether he could write, and whether he would be glad to leave.

34 “Shall we be going by train?”

35 “Yes, we shall go by train.”

36 “And boat?”

37 “We shall take a boat first.”

38 “Oh! Like this! With such a long moustache!” A strange shrill voice suddenly rang out.

39 I looked up with a start, and saw a woman of about fifty with prominent cheekbones and thin lips. With her hands on her hips, not wearing a skirt but with her trousered legs apart, she stood in front of me just like the compass in a box of geometrical instruments.

40 I was flabbergasted.

41 “Don’t you know me? Why, I have held you in my arms!”

42 I felt even more flabbergasted. Fortunately my mother came in just then and said:

43 “He has been away so long, you must excuse him for forgetting. You should remember,” she said to me, “this is Mrs. Yang from across the road. . . . She has a beancurd shop.”

44 Then, to be sure, I remembered. When I was a child there was a Mrs. Yang who used to sit nearly all day long in the beancurd shop across the road, and everybody used to call her Beancurd Beauty. She used to powder herself, and her cheekbones were not so prominent then nor her lips so thin; moreover she remained seated all the time, so that I had never noticed this resemblance to a compass. In those days people said that, thanks to her, that beancurd shop did very good business. But, probably on account of my age, she had made no impression on me, so that later I forgot her entirely. However, the Compass was extremely indignant and looked at me most contemptuously, just as one might look at a Frenchman who had never heard of Napoleon or an American who had never heard of Washington, and smiling sarcastically she said:

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- 45 “You had forgotten? Naturally I am beneath your notice. . . .”
- 46 “Certainly not . . . I . . .” I answered nervously, getting to my feet.
- 47 “Then you listen to me, Master Hsun. You have grown rich, and they are too heavy to move, so you can’t possibly want these old pieces of furniture any more. You had better let me take them away. Poor people like us can do with them.”
- 48 “I haven’t grown rich. I must sell these in order to buy. . . .”
- 49 “Oh, come now, you have been made the intendant of a circuit, how can you still say you’re not rich? You have three concubines now, and whenever you go out it is in a big sedan-chair with eight bearers. Do you still say you’re not rich? Hah! You can’t hide anything from me.”
- 50 Knowing there was nothing I could say, I remained silent.
- 51 “Come now, really, the more money people have the more miserly they get, and the more miserly they are the more money they get . . .” remarked the Compass, turning indignantly away and walking slowly off, casually picking up a pair of mother’s gloves and stuffing them into her pocket as she went out.
- 52 After this a number of relatives in the neighborhood came to call. In the intervals between entertaining them I did some packing, and so three or four days passed.
- 53 One very cold afternoon, I sat drinking tea after lunch when I was aware of someone coming in, and turned my head to see who it was. At the first glance I gave an involuntary start, hastily stood up and went over to welcome him.
- 54 The newcomer was Jun-tu. But although I knew at a glance that this was Jun-tu, it was not the Jun-tu I remembered. He had grown to twice his former size. His round face, once crimson, had become sallow and acquired deep lines and wrinkles; his eyes too had become like his father’s, the rims swollen and red, a feature common to most peasants who work by the sea and are exposed all day to the wind from the ocean. He wore a shabby felt cap and just one very thin padded jacket, with the result that he was shivering from head to foot. He carried a paper package and a long pipe, nor was his hand the plump red hand I remembered, but coarse and clumsy and chapped, like the bark of a pine tree.
- 55 Delighted as I was, I did not know how to express myself, and could only say: “Oh! Jun-tu—so it’s you? . . .”
- 56 After this there were so many things I wanted to talk about, they should have poured out like a string of beads: woodcocks, jumping fish, shells, *zba*. . . . But I was tongue-tied, unable to put all I was thinking into words.
- 57 He stood there, mixed joy and sadness showing on his face. His lips moved, but not a sound did he utter. Finally, assuming a respectful attitude, he said clearly:

- 58 “Master! . . .”
- 59 I felt a shiver run through me; for I knew then what a lamentably thick wall had grown up between us. Yet I could not say anything.
- 60 He turned his head to call:
- 61 “Shui-sheng, bow to the master.” Then he pulled forward a boy who had been hiding behind his back, and this was just the Jun-tu of twenty years before, only a little paler and thinner, and he had no silver necklet.
- 62 “This is my fifth,” he said. “He’s not used to company, so he’s shy and awkward.”
- 63 Mother came downstairs with Hung-erh, probably after hearing our voices.
- 64 “I got your letter some time ago, madam,” said Jun-tu. “I was really so pleased to know the master was coming back. . . .”
- 65 “Now, why are you so polite? Weren’t you playmates together in the past?” said mother gaily. “You had better still call him Brother Hsun as before.”
- 66 “Oh, you are really too. . . . What bad manners that would be. I was a child then and didn’t understand.” As he was speaking Jun-tu motioned Shui-sheng to come and bow, but the child was shy, and stood stock-still behind his father.
- 67 “So he is Shui-sheng? Your fifth?” asked mother. “We are all strangers, you can’t blame him for feeling shy. Hung-erh had better take him out to play.”
- 68 When Hung-erh heard this he went over to Shui-sheng, and Shui-sheng went out with him, entirely at his ease. Mother asked Jun-tu to sit down, and after a little hesitation he did so; then leaning his long pipe against the table he handed over the paper package, saying:
- 69 “In winter there is nothing worth bringing; but these few beans we dried ourselves, if you will excuse the liberty, sir.”
- 70 When I asked him how things were with him, he just shook his head.
- 71 “In a very bad way. Even my sixth can do a little work, but still we haven’t enough to eat . . . and then there is no security . . . all sorts of people want money, there is no fixed rule . . . and the harvests are bad. You grow things, and when you take them to sell you always have to pay several taxes and lose money, while if you don’t try to sell, the things may go bad. . . .”
- 72 He kept shaking his head; yet, although his face was lined with wrinkles, not one of them moved, just as if he were a stone statue. No doubt he felt intensely bitter, but could not express himself. . . .
- 73 From her chat with him, mother learned that he was busy at home and had to go back the next day; and since he had had

no lunch, she told him to go to the kitchen and fry some rice for himself.

74 After he had gone out, mother and I both shook our heads over his hard life: Many children, famines, taxes, soldiers, bandits, officials, and landed gentry,² all had squeezed him as dry as a mummy. Mother said that we should offer him all the things we were not going to take away, letting him choose for himself.

75 That afternoon he picked out a number of things: two long tables, four chairs, an incense burner and candlesticks, and one balance. He also asked for all the ashes from the stove (in our part we cook over straw, and the ashes can be used to fertilize sandy soil), saying that when we left he would come to take them away by boat.

76 That night we talked again, but not of anything serious; and the next morning he went away with Shui-sheng.

77 After another nine days it was time for us to leave. Jun-tu came in the morning. Shui-sheng did not come with him—he had just brought a little girl of five to watch the boat. We were very busy all day, and had no time to talk. We also had quite a number of visitors, some to see us off, some to fetch things, and some to do both. It was nearly evening when we left by boat, and by that time everything in the house, however old or shabby, large or small, fine or coarse, had been cleared away.

78 As we set off, in the dusk, the green mountains on either side of the river became deep blue, receding towards the stern of the boat.

79 Hung-erh and I, leaning against the cabin window, were looking out together at the indistinct scene outside, when suddenly he asked:

80 “Uncle, when shall we go back?”

81 “Go back? Do you mean that before you’ve left you want to go back?”

82 “Well, Shui-sheng has invited me to his home. . . .” He opened wide his black eyes in anxious thought.

83 Mother and I both felt rather sad, and so Jun-tu’s name came up again. Mother said that ever since our family started packing up, Mrs. Yang from the beancurd shop had come over every day, and the day before in the ash-heap she had unearthed a dozen bowls and plates, which after some discussion she insisted must have been buried there by Jun-tu, so that when he came to remove the ashes he could take them home at the same time. After making this discovery Mrs. Yang was very pleased with herself, and flew off taking the dog-teaser with her. (The dog-teaser is used by poultry keepers in our parts. It is a wooden cage inside which food is put, so that hens can stretch their necks in to eat but dogs

2. **landed gentry** upper class of people who own land.

can only look on furiously.) And it was a marvel, considering the size of her feet, how fast she could run.

- 84 I was leaving the old house farther and farther behind, while the hills and rivers of my old home were also receding gradually ever farther in the distance. But I felt no regret. I only felt that all round me was an invisible high wall, cutting me off from my fellows, and this depressed me thoroughly. The vision of that small hero with the silver necklet among the watermelons had formerly been as clear as day, but now it suddenly blurred, adding to my depression.
- 85 Mother and Hung-erh fell asleep.
- 86 I lay down, listening to the water rippling beneath the boat, and knew that I was going my way. I thought: Although there is such a barrier between Jun-tu and myself, the children still have much in common, for wasn't Hung-erh thinking of Shui-sheng just now? I hope they will not be like us, that they will not allow a barrier to grow up between them. But again I would not like them, because they want to be akin, all to have a treadmill existence like mine, nor to suffer like Jun-tu until they become stupefied, nor yet, like others, to devote all their energies to dissipation. They should have a new life, a life we have never experienced.
- 87 The access of hope made me suddenly afraid. When Jun-tu asked for the incense burner and candlesticks I had laughed up my sleeve at him, to think that he still worshiped idols and could not put them out of his mind. Yet what I now called hope was no more than an idol I had created myself. The only difference was that what he desired was close at hand, while what I desired was less easily realized.
- 88 As I dozed, a stretch of jade-green seashore spread itself before my eyes, and above a round golden moon hung in a deep blue sky. I thought: Hope cannot be said to exist, nor can it be said not to exist. It is just like roads across the earth. For actually the earth had no roads to begin with, but when many men pass one way, a road is made. ㊦

NOTES

Lesson 34

Target	I can define key vocabulary and use my background knowledge to answer questions.
Text, Materials, Video Name	“My Old Home” Note-catcher, Pencil, Dictionary, Device (optional) WATCH VIDEO ELA_G12_W8_L34
Think	Jump Start (answer on note-catcher): <i>Think about the friends you've had over the past 10–15 years. What lessons have you learned about friendship? Compared to high school, was it easier or more difficult to be a good friend in elementary school?</i>
Read	Read the <i>About the Author</i> and <i>Background</i> sections on page 2 of this packet. As you read, circle any words that are unfamiliar to you.
Talk	<i>In the Background section, you learn that the story will be about two friends who have led very different lives since the time they were childhood friends. Think about characters from a movie or television show that this may remind you of and share your thinking with a friend, caregiver, or family member.</i>
Write	On your note-catcher, define the two vocabulary words for this text: <i>desolate, strike</i> Then, use a dictionary to look up any unfamiliar words that you circled during your reading. Write the definitions on your note-catcher.
Closing	<ul style="list-style-type: none"> • Share your writing from the Jump Start with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 34

Day 1

Write your response to the following Jump Start question: *Think about the friends you've had over the past 10–15 years. What lessons have you learned about friendship? Compared to high school, was it easier or more difficult to be a good friend in elementary school?*

Use a dictionary to define the following words:

- Desolate
- Strike

Use a dictionary to look up any unfamiliar words you circled during your reading of the *About the Author* and *Background* sections. Write the words and definitions below.

Lesson 35

Target	I can annotate a text and use key details to determine the narrator's feelings.
Text, Materials, Video Name	"My Old Home" Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W8_L35
Read	<p>Read paragraphs 1–29 of "My Old Home." If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along. As you listen to the text and read along, annotate the passage by:</p> <ul style="list-style-type: none"> • Underlining words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Reread paragraphs 1–6. Mark the words that describe the physical appearance of the narrator's home. Then, mark the words that describe the narrator's feelings toward his home – both 20 years ago and today.</p>
Think	<p>Think about the words you marked in paragraphs 1–6. <i>How has the narrator's feeling towards his home changed over the years? Why?</i></p> <p>Then, look back at the unfamiliar words that you circled. Look for context clues in the surrounding sentences that may give you a clue to the meaning of the word.</p>
Talk	Talk to a friend, family member, or caregiver about the narrator's changing feelings about his home.
Write	<p>On your note-catcher, write a 3–5 sentence summary of paragraphs 1–29. Remember that a summary is a clear, concise, and objective overview of a text.</p> <p>Then, answer the following questions:</p> <ul style="list-style-type: none"> • <i>Why is the narrator returning to his old home?</i> • <i>Why does the narrator's home look different to him now than it did 20 years ago, even though he says that his home "was always like this"?</i> • <i>Why is the narrator's mother somewhat sad when he returns home?</i>
Closing	Share your summary with someone. After you complete your assignment to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 35

Day 2

Write a 3–5 sentence summary of paragraphs 1–29. Remember that a summary is a clear, concise, and objective overview of a text.

Why is the narrator returning to his old home?

Why does the narrator's home look different to him now than it did 20 years ago, even though he says that his home "was always like this"?

Why is the narrator's mother somewhat sad when he returns home?

Lesson 36

Target	I can use details from the text to answer questions.
Text, Materials, Video Name	<p>“My Old Home” Note-catcher, Pencil, Device (optional) WATCH VIDEO ELA_G12_W8_L36</p>
Read	<p>Read paragraphs 30–52 of “My Old Home.” If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>As you listen to the text and read along, annotate the passage by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Then, reread paragraphs 44–49.</p>
Think	<p>Think about the interaction between the narrator and Mrs. Yang. <i>Why do you think Mrs. Yang was indignant and looked at the narrator with contempt?</i> Then, look back at the unfamiliar words that you circled. Look for context clues in the surrounding sentences that may give you a clue to the meaning of the word.</p>
Talk	<p>The narrator says that Mrs. Yang looked at him, “just as one might look at a Frenchman who had never heard of Napoleon or an American who had never heard of Washington.” Talk to a friend, family member, or friend as to what the narrator means by this. Why might Mrs. Yang have had that reaction?</p>
Write	<p>On your note-catcher, write a 3–5 sentence summary of paragraphs 30–52. Remember that a summary is a clear, concise, and objective overview of a text.</p> <p>Then, answer the following questions:</p> <ul style="list-style-type: none"> • <i>What do we learn about Jun-tu in this section?</i> • <i>In paragraph 32, was the narrator’s mother right to say that she needed to watch the people? Why or why not?</i> • <i>Why does Mrs. Yang call the narrator “Master” in paragraph 47?</i>
Closing	<ul style="list-style-type: none"> • Share your responses with someone. • After you complete your assignment, read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 36

Day 3

On your note-catcher, write a 3–5 sentence summary of paragraphs 30–52. Remember that a summary is a clear, concise, and objective overview of a text.

What do we learn about Jun-tu in this section?

In paragraph 32, was the narrator's mother right to say that she needed to watch the people? Why or why not?

Why does Mrs. Yang call the narrator "Master" in paragraph 47?

Lesson 37

Target	I can use details from the text to answer questions.
Text, Materials, Video Name	“My Old Home” Note-catcher, Pencil WATCH VIDEO ELA_G12_W8_L37
Read	<p>Read paragraphs 53–88 of “My Old Home.” If you have a smartphone or tablet and have downloaded the BouncePages app, use your device to scan the page and hear the text read aloud to you while you read along.</p> <p>As you listen to the text and read along, annotate the passage by:</p> <ul style="list-style-type: none"> • <u>Underlining</u> words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Reread paragraphs 54–72. Mark the words that show how Jun-tu has changed over time.</p>
Think	Think about the following question: <i>In paragraph 59, why does the narrator say, “I felt a shiver run through me”?</i>
Talk	Talk to a family member, caregiver, or friend about the following questions: <i>How does the narrator feel about seeing Jun-tu?</i>
Write	<p>On your note-catcher, write a 3–5 sentence summary of paragraphs 53–88. Remember that a summary is a clear, concise, and objective overview of a text.</p> <p>Then, answer the following questions: <i>Why is the relationship between the narrator and Jun-tu different now that they are adults?</i></p> <p>Finally, think about what reading this text has helped you understand about what people call home. Then, write 5–7 sentences to answer the following question: <i>What does it mean to call a place home?</i> Use evidence from the text to support your answer.</p>
Closing	<ul style="list-style-type: none"> • Share your response with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 37

Day 4

Write a 3–5 sentence summary of paragraphs 53–88. Remember that a summary is a clear, concise, and objective overview of a text.

Why is the relationship between the narrator and Jun-tu different now that they are adults?

Think about what reading this text has helped you understand about what people call home. Write 5–7 sentences to answer the following question: *What does it mean to call a place home?* Use evidence from the text to support your answer.

Lesson 38

Target	I can connect my understanding of a text to a guiding question from the unit.
Text, Materials, Video Name	“My Old Home” Note-catcher, Pencil WATCH VIDEO ELA_G12_W8_L38
Read	Reread paragraphs 84–88. In paragraph 84, mark the words that tell you why the author feels the way that he does. In paragraph 86, mark the words and phrases that describe the hopes of the narrator.
Think	Think about the following question: <i>What is the narrator’s main hope for his nephew Hung-erh and Jun-tu’s son Shui-sheng?</i>
Talk	Talk with a friend, family member, or caregiver about the following question: <i>Do you think the speaker will ever try again to contact Jun-tu? Why or why not?</i>
Write	<p>Answer the following questions on your note-catcher:</p> <ul style="list-style-type: none"> • <i>What is meaningful about the description of how the speaker’s nephew and Jun-tu’s son behave during Jun-tu’s visit with the narrator?</i> • <i>How did seeing Jun-tu affect the way the narrator feels in paragraph 84?</i> <p>Then, think about how reading “My Old Home” has helped you understand about the ways a home is both a place and a state of mind. Write two paragraphs on your note-catcher to answer the following guiding question from the unit: <i>In what ways is home both a place and a state of mind?</i> Use evidence from the text to support your answer.</p>
Closing	<ul style="list-style-type: none"> • Share your writing with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 38

Day 5

What is meaningful about the description of how the speaker's nephew and Jun-tu's son behave during Jun-tu's visit with the narrator?

How did seeing Jun-tu affect the way the narrator feels in paragraph 84?

Think about how reading "My Old Home" has helped you understand about the ways a home is both a place and a state of mind. Write two paragraphs to answer the following question: *In what ways is home both a place and a state of mind?* Use evidence from the text to support your answer.

Grade 12 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

Directions	<p>This week, we will read “Military bases build communities, support families,” an article from the Los Angeles Times. We will learn about the evolution of military bases and how the bases can provide support to the families of military members.</p> <p>As you read the article, keep the essential question of the unit in mind: <i>What does it mean to call a place home?</i> Additional guiding questions that you can keep in mind during the reading are listed below.</p>
Guiding Question #1	What makes a place important enough to write about?
Guiding Question #2	In what ways is home both a place and a state of mind?
Materials Needed	Learning Packet, pencil/pen, dictionary

	Watch	Read	Do
Day 1	ELA_G12_W9_L39	“Military bases build communities, support families”	Read the text, annotate, summarize
Day 2	ELA_G12_W9_L40	“Military bases build communities, support families”	Reread the text, annotate, answer questions
Day 3	ELA_G12_W9_L41	“Military bases build communities, support families”	Reread sections, annotate, answer questions
Day 4	ELA_G12_W9_L42	“Military bases build communities, support families”	Reread the text, annotate, answer questions
Day 5	G12_W9_L43	“Military bases build communities, support families”	Analyze details, connect text to essential question

Weekly Text



Military bases build communities, support families

By Los Angeles Times, adapted by Newsela staff on 06.05.15

Word Count **954**

Level **1130L**



Sydney Badwound (center) and Bailey Badwound (right) attend a ceremony with their mother, Stephanie Badwound (in back, center), on the anniversary of Sept. 11, 2001, in honor of those who died that day, at Fort Bragg Army base in North Carolina, Sept. 11, 2014. Stephanie Badwound's husband was away on duty with the U.S. Army at the time. Carolyn Cole/Los Angeles Times/TNS

CAMP PENDLETON, Calif. — The days when "If the Marine Corps wanted you to have a family, they would have given you one" are now over.

The 43,300 military soldiers and their families who live on the Marine's major West Coast base enjoy all the comforts of a lively, midsize town. Camp Pendleton has nine health clinics, a golf course, multiple swimming pools and dozens of child care facilities.

The Marine base even has its own hospital, a movie theater, four dry cleaners, 20 fast-food restaurants and 13 barber shops. There is a commissary where groceries are sold for up to 30 percent less than at supermarkets off the base.

Tree-shaded neighborhoods feature beautiful two-story houses surrounded by green lawns. The Marines live in college-like dorms, not dreary, wooden quarters. The website for housing on the base emphasizes Camp Pendleton's 17 miles of ocean views.

This article is available at 5 reading levels at <https://newsela.com>.

“We build communities, just like neighborhoods outside the camp,” said Robert Marshall, director of family housing. “Just because the Marines are on duty, doesn’t mean their families have to be as well.”

That considerate approach reflects a growing trend in the military: provide for the families as well as the warriors.

Divided, Sheltered Society

Yet the question is this: Has the sheltered, government-supported lifestyle on this military base reinforced a separation between the all-volunteer military and the nation it is meant to serve?

Once, when young men were required to serve in the U.S. military through a lottery-type draft system, many more Americans spent time in the armed forces and developed close ties to the military.

The Pentagon, which is the headquarters of the U.S. Department of Defense, closed more than 350 bases in the United States between the end of the Cold War and 2010. These 350 facilities were condensed into fewer, larger bases to save money and increase efficiency.

The communities that cluster around these larger bases are almost always dominated by people who are directly associated with the military. Many of these people even come from multi-generational military families.

The Defense Department is the biggest employer in San Diego County, providing more than 133,000 jobs. An additional 245,000 military veterans live in the county, close to the base. Last year, the Pentagon pumped more than \$25 billion into the local Oceanside economy.

At the same time, some experts worry that the growing efficiency of these mega-bases adds to the sense of a divided society.

The Professional Opinion

Ron Bee, a professor of political science and international relations at San Diego State University, is worried that so few Americans serve in the military or share the sacrifice of those who do. Bee believes that civilians have placed the burdens of war and peace solely on the military's shoulders.

“At universities and in everyday discussion, we tend to separate” our soldiers from ourselves, he said.

Steve Erie, a political science professor at UC San Diego, believes that Americans truly respect the military, even if they don’t join themselves. “From the civilian standpoint, the all-volunteer force appears to be working fine,” he said.

The Family Opinion

Here at the homes of the 1st Marine Division, many argue that the upgraded living conditions helped the Marines and their families endure the strain of the Iraq and Afghanistan wars: the back-to-back deployments, the political uncertainties, and the potential casualties.

“It’s more of a family than living outside the base,” said Jessica Konczal, 33, whose husband is Sergeant Matthew Konczal. “If you’ve had a hard day, you’ll probably meet someone here who

This article is available at 5 reading levels at <https://newsela.com>.

understands because they're going through the same thing.”

It remains a strong belief among military families that civilians do not understand their lives. The constant moving, the raising of children with a parent far away, and the fear of losing a loved-one to war all combine together to make it difficult for outsiders to understand them.

“We’ve lost a few friends to war,” said Jolene Bopp, 25, whose husband is Sergeant Justin Bopp. “But you learn to live with the losses.”

Like many wives, Bopp appreciates the shopping options on the base and the sense of safety for the children. However, she says that there are times when “you just need to get away.”

Still, the economic spillover from the base to nearby Oceanside has changed in recent years.

Evolution Of Base Living

The deployment of Marines to the first Gulf War in 1991 in Iraq and Kuwait from Camp Pendleton caused a sharp downturn in Oceanside's economy, and local businesses suffered. A decade or so later, when Marines left for Afghanistan in 2001 and Iraq in 2003, the economic impact was barely noticeable. Their families had already been doing most of their shopping on base.

Officials here argue that life inside the base is not as separate as it appears.

All unmarried Marines under the rank of sergeant live on base, but only one-third of married Marines do. Moreover, the average Marine returns to civilian life after four years active duty.

Civilians on bicycles are now even allowed to pedal through the base, and thousands of weekend athletes flock to the base for the yearly “mud run.” Others come to play paintball and to bowl at Leatherneck Lanes or to ride horses.

Oceanside media covers the base and the Marines closely, sending reporters overseas long after other news organizations have stopped.

All of these changes are welcome to Chelsey Kurtz, who grew up here in the 1990s when her father was in the Navy and living conditions were far more somber. Now 30, she lives on base again with her husband, Sergeant Ryan Kurtz, and their two children.

“When my father was here, it was just a workplace,” Kurtz said. “Now it’s a family place.”

Lesson 39

Target	I can read and write a summary of an article.
Text, Materials, Video Name	“Military bases build communities, support families” Note-catcher, Pencil, Dictionary WATCH VIDEO ELA_G12_W9_L39
Read	<p>Read “Military bases build communities, support families.” As you read, annotate the passage by:</p> <ul style="list-style-type: none"> • Underlining words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins. <p>Then, reread the text and mark details the author shares about what is available at Camp Pendleton. What impression do those details give of life at the camp?</p>
Think	Think about what is available at Camp Pendleton and why families may want to live there.
Talk	With a family, caregiver, or friend, talk about the following question: What impression do the details about Camp Pendleton give of life at the camp?
Write	<p>On your note-catcher, summarize the text in 5–7 sentences. Remember that a summary is a concise and objective overview of the text.</p> <p>Then, use your dictionary to look up any unfamiliar words you circled during your reading and write the definitions on your note-catcher.</p>
Closing	<ul style="list-style-type: none"> • Share your summary with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 39

Day 1

On your note-catcher, summarize the text in 5–7 sentences. Remember that a summary is a concise and objective overview of the text.

Use a dictionary to look up any unfamiliar words you circled during your reading. Write the words and definitions below.

Lesson 40

Target	I can identify and evaluate evidence in a text to support a claim.
Text, Materials, Video Name	“Military bases build communities, support families” Note-catcher, Pencil WATCH VIDEO ELA_G12_W9_L40
Read	Reread the article. Mark the statistics the author uses to describe the nature of military life. Then, mark the anecdotes and quotes that are used. After that, mark the evidence the author uses to support the claim that Camp Pendleton is well-connected with the surrounding community and the evidence against this claim.
Think	Think about the following question: <i>Which of the statistics, anecdotes, or quotes you underlined give you the clearest picture of military life?</i>
Talk	With a friend, family member, or caregiver, answer the following question: <i>How connected is Camp Pendleton with the surrounding community?</i>
Write	On your note-catcher, answer the following questions: <ul style="list-style-type: none"> • <i>How does the author use statistics to describe the nature of military life? How does the author use anecdotes and quotes? Which makes a more powerful impression on the reader? Why?</i> • <i>Evidence is presented in the article to support the claim that Camp Pendleton is well-connected with the surrounding community. What is an especially effective piece of evidence presented? What makes that evidence effective?</i> • <i>Evidence is also presented in the article to support the claim that Camp Pendleton is now less connected with the surrounding community. What is an especially effective piece of evidence presented? What makes that evidence effective?</i>
Closing	<ul style="list-style-type: none"> • Share your responses with someone. • After you complete your assignment, remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 40

Day 2

How does the author use statistics to describe the nature of military life? How does the author use anecdotes and quotes? Which makes a more powerful impression on the reader? Why?

Evidence is presented in the article to support the claim that Camp Pendleton is well-connected with the surrounding community. What is an especially effective piece of evidence presented? What makes that evidence effective?

Evidence is also presented in the article to support the claim that Camp Pendleton is now less connected with the surrounding community. What is an especially effective piece of evidence presented? What makes that evidence effective?

Lesson 41

Target	I can analyze details the author uses to contrast two ideas.
Text, Materials, Video Name	“Military bases build communities, support families” Note-catcher, Pencil WATCH VIDEO ELA_G12_W9_L41
Read	Reread the “Evolution of Base Living” section in the article and mark the words and phrases the author uses to contrast present life at Camp Pendleton with how it was in the past.
Think	Think about the following question: <i>Are families more supported by Camp Pendleton now than they may have been in the past?</i>
Talk	With a friend, family member, or caregiver, talk about the following question: <i>What features of Camp Pendleton add to the feeling of support that military families feel they have there?</i>
Write	On your note-catcher, answer the following question in 3–5 sentences. Use evidence from the text to support your answer. <i>Throughout the article, the author contrasts present life at Camp Pendleton with how it was in the past. What is the effect of those contrasts on how we understand community in the military today?</i>
Closing	<ul style="list-style-type: none">• Share your response with someone.• After you complete your assignment, read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 41

Day 3

Answer the following question in 3–5 sentences. *Throughout the article, the author contrasts present life at Camp Pendleton with how it was in the past. What is the effect of those contrasts on how we understand community in the military today? Use evidence from the text to support your answer.*

Lesson 42

Target	I can annotate a text and analyze key details.
Text, Materials, Video Name	“Military bases build communities, support families” Note-catcher, Pencil WATCH VIDEO ELA_G12_W9_L42
Read	Reread the article and mark the details the author uses to describe the interaction between Camp Pendleton and the surrounding community in San Diego.
Think	Think about the following question: <i>Why might only one-third of married Marines live on the base?</i>
Talk	Talk to a friend, family member, or caregiver about the following question: <i>How does the author explain the idea that civilians may not understand the lives of military families?</i>
Write	On your note-catcher, answer the following question in 5–7 sentences: <i>We often think of “home” as being a self-contained place, but this article explores how the “home” of Camp Pendleton interacts with the community around it, San Diego. How does Camp Pendleton’s separation increase the feeling of “home” for military families? How does the separation decrease the feeling of “home”?</i>
Closing	<ul style="list-style-type: none"> ● Share your response with someone. ● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 42

Day 4

On your note-catcher, answer the following question in 5–7 sentences:

We often think of “home” as being a self-contained place, but this article explores how the “home” of Camp Pendleton interacts with the community around it, San Diego. How does Camp Pendleton’s separation increase the feeling of “home” for military families? How does the separation decrease the feeling of “home”?

Lesson 43

Target	I can use my understanding of a text to respond to the unit's essential question.
Text, Materials, Video Name	"Military bases build communities, support families" Note-catcher, Pencil WATCH VIDEO ELA_G12_W9_L43
Read	Reread the article and the notes and annotations you made this week.
Think and Talk	Think about the questions below. Share your answers with a friend, family member, or caregiver: <i>What do military families appreciate most about Camp Pendleton?</i> <i>What might they find to be challenging?</i>
Write	Think about what reading this text has helped you understand about what people call home. Then, write two paragraphs to answer the following question: <i>What does it mean to call a place home?</i> Use evidence from the text to support your answer.
Closing	<ul style="list-style-type: none">● Share your writing with someone.● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 43

Day 5

Think about what reading this article has helped you understand about what people call home. Then, write two paragraphs to answer the following question: *What does it mean to call a place home?* Use evidence from the text to support your answer.

Grade 12 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 9-12 Videos



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

To access videos via url, visit Web Address: www.detroitk12.org/youtube

Directions	This week, we will read “Colorful fabric structures at Smithsonian explore what home means,” an article from the Washington Post. This article is about an art exhibition designed by Do Ho Suh in which he expresses his feelings of home. You will learn about the main part of his exhibit, a structure called “Almost Home,” and about his view of moving from one country to another. As you read the article, keep the essential question of the unit in mind: <i>What does it mean to call a place home?</i> Additional guiding questions that you can keep in mind during the reading are listed below.
Guiding Question #1	What makes a place important enough to write about?
Guiding Question #2	In what ways is home both a place and a state of mind?
Materials Needed	Learning Packet, pencil/pen, dictionary

	Watch	Read	Do
Day 1	ELA_G12_W10_L44	“Colorful fabric structures at Smithsonian explore what home means”	Vocabulary activity, read the text, summarize
Day 2	ELA_G12_W10_L45	“Colorful fabric structures at Smithsonian explore what home means”	Reread for figurative language, answer questions
Day 3	ELA_G12_W10_L46	“Colorful fabric structures at Smithsonian explore what home means”	Reread sections, annotate, answer questions
Day 4	ELA_G12_W10_L47	“Colorful fabric structures at Smithsonian explore what home means”	Analyze details, connect text to guiding question
Day 5	ELA_G12_W10_L48	“Colorful fabric structures at Smithsonian explore what home means”	Analyze details, connect text to essential question

Weekly Text



Colorful fabric structures at Smithsonian explore what home means

By Hau Chu, Washington Post, adapted by Newsela staff on 04.11.18

Word Count **502**

Level **MAX**



Image 1. "Almost Home" is three structures – one blue, one pink, one green – that visitors can walk through. They are hand-sewn, brightly colored re-creations of homes that Do Ho Suh has lived in. Photo by Libby Weiler.

Where is home?

Home can be just the building where you sleep at night. Or, it can be the place where you feel loved and secure. Artist Do Ho Suh tries to express the feelings of home in his new exhibition at the Smithsonian American Art Museum.

The highlight of this exhibit, called "Almost Home," is three connected structures, called hubs, that visitors can walk through. They are hand-sewn, brightly colored fabric re-creations of homes Suh has lived in. The hub representing his childhood home in Seoul, South Korea, is blue. The hub representing a New York apartment is pink. One for Berlin, Germany, is green. Suh doesn't explain the color choices. However, in other installations, he has said that blue symbolized the sadness he felt when living in Seoul.

The hubs are created using traditional Korean sewing techniques along with computer modeling. Suh calls them "suitcase homes" because they are lightweight and designed to be moved from

This article is available at 5 reading levels at <https://newsela.com>.

museum to museum.

"[With this] I could carry my home with me wherever I go, like a snail that carries a shell – its house – wherever it goes," Suh said in a talk on the exhibition's opening night.

The details in the homes are striking. Flowerlike patterns wrap around the radiator of the hallway in his New York apartment. Doorknobs and locks are re-created to include cosmetic flaws.

Surrounding the central hubs are sketches that inspired his works and 3-D objects from his homes. One is a fabric fire extinguisher. The stitching on it reproduces the fine print on the label word for word.

One reason the Smithsonian wanted to showcase Suh's art is that people are talking about what home means for immigrants.

"As we all move around from one country to another, from one city to another and from one space to another, we are always crossing boundaries of all sorts," Suh said in his public remarks. "And with this constant passing through spaces, I wonder how much of one's own space one carries along with oneself."



Suh uses art to express how immigration and moving to different homes have affected him. The inspiration for his series of homes came from when he moved to New York after college. The sounds of the city made it difficult for him to sleep. Wanting to remember the last home in which he had a good night's sleep, he thought back to his childhood home in Seoul.

"I'm interested in the space through which I feel good, protected, comfortable and liberated," Suh said. "And I'm interested in the space which is imposed on me and therefore oppresses, confines and alienates me."

You may have lived in only one home so far. Still, Suh's exhibit may spark kids and adults to consider the small textures or imperfections in their house and to think about how they live with them. Sometimes your memories of these details can be a home worth visiting.

Lesson 44

Target	I can read and summarize an article.
Text, Materials, Video Name	“Colorful fabric structures at Smithsonian explore what home means” Note-catcher, Pencil, Dictionary WATCH VIDEO ELA_G12_W10_L44
Think	Think about the following vocabulary words: <i>confine</i> , <i>alienate</i> , <i>impose</i> How familiar are these words to you? Do you know their definitions?
Read	Read “Colorful fabric structures at Smithsonian explore what home means.” As you read, annotate the text by: <ul style="list-style-type: none"> • Underlining words, phrases, or sentences that stand out to you. • Drawing a box any unfamiliar words or phrases. • Writing down any reactions, opinions, or questions that you have about the text in the margins.
Talk	With a family, caregiver, or friend, talk about the following question: <i>What was the article about?</i>
Write	On your note-catcher, summarize the text in 5–7 sentences. Remember that a summary is a concise and objective overview of the text. Then, use your dictionary to look up the three vocabulary words from this text (<i>confine</i> , <i>alienate</i> , <i>impose</i>) and any unfamiliar words you circled during your reading. Write the definitions on your note-catcher.
Closing	<ul style="list-style-type: none"> • Share your summary with someone. • After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 44

Day 1

On your note-catcher, summarize the text in 5–7 sentences. Remember that a summary is a concise and objective overview of the text.

Use your dictionary to look up the three vocabulary words from this text (*confine*, *alienate*, *impose*) and any unfamiliar words you circled during your reading. Write the words and definitions below.

Lesson 45

Target	I can identify and analyze the use of figurative language in a text.
Text, Materials, Video Name	“Colorful fabric structures at Smithsonian explore what home means” Note-catcher, Pencil WATCH VIDEO ELA_G12_W10_L45
Read	Reread the article. Mark the simile at the top of the second page. Remember that a <i>simile</i> is a figure of speech that compares one thing with another using the words <i>like</i> or <i>as</i> . Then, mark the words and phrases in the article that describe Suh’s art. Finally, reread the paragraph that begins, “As we all move [. . .],” and the paragraph that begins “I’m interested in the space [. . .]” and mark the words and phrases that add rhythm to the sentences.
Think	Think about the following question: <i>What animal does Suh compare himself to?</i>
Talk	Read the examples of rhythm you marked in the two paragraphs aloud to a friend, family member, or caregiver. Talk about the following question: <i>What is the effect of structuring the sentences in this way?</i>
Write	On your note-catcher, answer the following questions: <ul style="list-style-type: none"> • <i>What animal does Suh compare himself to as he moves from place to place? Why is that a powerful simile? What does it say about the nature of home?</i> • <i>Return to the descriptions of Suh’s art. Based on those details, what has Suh “carried with him” from his past homes?</i> • <i>Return to the words and phrases that add rhythm to the two paragraphs that you reread. Why would Suh put these sentences together in that way? What is the impression created by the rhythm and repetition?</i>
Closing	<ul style="list-style-type: none"> • Share your responses with someone. • After you complete your assignment, remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 45

Day 2

What animal does Suh compare himself to as he moves from place to place? Why is that a powerful simile? What does it say about the nature of home?

Return to the descriptions of Suh's art. Based on those details, what has Suh "carried with him" from his past homes?

Return to the words and phrases that add rhythm to the two paragraphs that you reread. Why would Suh put these sentences together in that way? What is the impression created by the rhythm and repetition?

Lesson 46

Target	I can use key details to answer questions about a text.
Text, Materials, Video Name	“Colorful fabric structures at Smithsonian explore what home means” Note-catcher, Pencil WATCH VIDEO ELA_G12_W10_L46
Read	Reread the parts you marked in the previous lesson that described Suh’s art. Then, reread the article and mark the places where “memory” is referred to (both directly and indirectly).
Think	Think about the following question: <i>How does Suh approach creating his art?</i>
Talk	With a friend, family member, or caregiver, talk about the following question: <i>How are memories related to the feeling of one’s home?</i>
Write	On your note-catcher, answer the questions below in 3–5 sentences. Use evidence from the text to support your answers. <ul style="list-style-type: none"> • <i>Mark the detailed descriptions of Suh’s art piece. What do those details tell you about how Suh approaches creating his art?</i> • <i>Two places in the article explicitly mention “memory” in relation to home. Review the article for places where memory is referred to more indirectly. What is the article and Suh’s art saying about “home” and “memory?”</i>
Closing	<ul style="list-style-type: none"> • Share your responses with someone. • After you complete your assignment, read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 46

Day 3

Write 3–5 sentences to answer the following question:

Mark the detailed descriptions of Suh's art piece. What do the descriptions of Suh's art pieces tell you about how Suh approaches creating his art? Use evidence from the text to support your answer.

Write 3–5 sentences to answer the following question:

Look back at where “memory” is mentioned in the article directly and where it is referred to more indirectly. What is the article and Suh's art saying about “home” and “memory?” Use evidence from the text to support your answer.

Lesson 47

Target	I can connect ideas from a text to a guiding question from the unit.
Text, Materials, Video Name	“Colorful fabric structures at Smithsonian explore what home means” Note-catcher, Pencil WATCH VIDEO ELA_G12_W10_L47
Read	Starting from the paragraph that begins, “As we all move . . . ,” reread the article to the end. Mark the words and phrases that tell the reader how Suh feels about moving.
Think	Think about the following question: <i>Is it easy or difficult for Suh to move from one place to another.</i>
Talk	Talk to a friend, family member, or caregiver about the following question: <i>What types of spaces is Suh interested in? Why do you think this is?</i>
Write	On your note-catcher, write two paragraphs to answer the following question: <i>In what ways is home both a place and a state of mind?</i>
Closing	<ul style="list-style-type: none">● Share your response with someone.● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 47

Day 4

Write two paragraphs to answer the following question:

In what ways is home both a place and a state of mind?

Lesson 48

Target	I can use my understanding of a text to respond to the unit's essential question.
Text, Materials, Video Name	"Colorful fabric structures at Smithsonian explore what home means" Note-catcher, Pencil WATCH VIDEO ELA_G12_W10_L48
Read	Reread the article and the notes and annotations you made this week.
Think and Talk	Think about the question below. Share your answers with a friend, family member, or caregiver: <i>Do you agree or disagree with the following statement: "No matter where a person is from, they all have the same idea of home." Why? What do you think Suh would think? Why?</i>
Write	Think about what reading this text has helped you understand about what people call home. Then, write two paragraphs to answer the following question: <i>What does it mean to call a place home?</i> Use evidence from the text to support your answer.
Closing	<ul style="list-style-type: none">● Share your writing with someone.● After you complete your assignment remember to read a book for 20 minutes.

Note-Catcher/Handout/Student Activity Lesson 48

Day 5

Think about what reading this article has helped you understand about what people call home. Then, write two paragraphs to answer the following question: *What does it mean to call a place home?* Use evidence from the text to support your answer.