

Writing Baseline Assessment Unit 1

Directions: Respond to the prompt by writing a full-length essay. You may use a separate piece of paper to plan your response.

Prompt: Who is braver: a person who leads a group of people, or someone who decides not to follow along with the behavior of a group? Answer the question in the form of a full-length essay. Be sure to support your response with evidence from stories, movies, real world events, or experiences from your life.

Write your essay here:



INDEPENDENT READING STUDENT MATERIALS



UPDATED MARCH 2021

INDEPENDENT READING MATERIALS

UNIT 1: FOLLOWING THE CROWD

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WRITING READING RESPONSES

When we respond to the books we read, we follow four simple steps:

1. Say something original about the text.
2. Choose a reading response category.
3. Use and cite at least one quotation.
4. Write 5 sentences or more.

MENU OF READING RESPONSE CATEGORIES

Select one of the following categories to use in your reading response to your independent or book club reading.

READING RESPONSES FOR ESSENTIAL UNDERSTANDINGS IN LITERARY TEXTS

Ask a Question: Your question can be about a part of the text that you don't understand, or it can be about a larger idea that the text made you wonder about (e.g. life, literature, etc.). Your question must be specific, you must still quote from the text, and you must still write five sentences. You can do this by explaining your question or even by trying to answer it yourself.

Connect to the Text: Great texts remind us of other experiences, like other stories we've read, movies we've seen, or events we've experienced ourselves. Describe the connection you've noticed, and explain what is similar between the pairing.

Spot the Setting: Setting is not simply where and when a story takes place, but it is also the general spirit of a particular time and place. Highlight a place in the text where the setting is particularly strong. What does it tell you about the particular place, time, and community? What mood does it convey? Are there specific parts of the setting that stand out as symbols? Who could thrive and who could fail in this specific setting? Be sure to highlight the descriptive words and images that make this setting especially important.

Character Description: Explain what makes this particular character description important to the story. This can be a description of what the character says, does, thinks or feels, how the character looks, or the way other characters treat them. Explain what the description reveals about the character on a deeper level. Why might the author have chosen to represent the character in such a way?

Mind the Motivation: All characters have motives or desires that drive a story forward. Some characters have multiple motivations and even motivations that conflict with each other. Explain what motivates the character(s) and how the motivations influence other characters and the events of the story.

Capture the Conflict: What is the main problem that the character or characters seem to be facing and what is causing it? Explain how the problem is deeper than it seems or how it is linked to a character's internal struggles.

Identify the Climax: Describe the part in the story that is the biggest turning point for the main character(s). What makes this event so significant, and how does it cause the plot to resolve?

READING RESPONSES FOR NONFICTION TEXTS

Cite the Claim: Pull out the quotation that most directly states the author’s argument. Has the author convinced you? Why or why not?

Impressive Intro: Describe what about this particular introduction has grabbed your attention and kept you interested. You could point to images, narrative techniques, strong language—anything!—but you must be specific.

Captivating Conclusion: How did this particular author leave you wondering? How did they tie up their argument in a way that really affected you? Describe the parts of the conclusion that really stand out to you and explain what makes them meaningful.

READING RESPONSES FOR MORE ADVANCED ANALYSIS

Significant Passage: Describe or quote from a passage that you feel is most important to the meaning of the whole text or a part of the text. Explain what makes this passage especially meaningful to the other parts of the text. Which words and phrases stand out as particularly important? Why might the author have chosen to include this passage, or particular words, phrases, and lines from the passage?

Find Foreshadowing: Notice where the author clues you in to what will happen or the topics that will be covered next in the text. If you haven’t yet read ahead, make a prediction: based on the breadcrumbs the author leaves you, what will happen next? If you have discovered what happened, trace the author’s masterful creation: how did the author clue you in to the big reveal all along? Why did the author choose those specific places in the text to give you clues?

Mark the Mood: The mood of a text is what you, the reader, feels while reading it. What is the mood? What is creating the mood? It could be the plot, setting, details about the characters, dialogue between characters, or even descriptive details. Explain why you think the author chose to create this particular mood.

Trace the Theme: What larger theme or themes is the author developing throughout the text? What details contribute to those deeper messages? Are there any places in the text that seem to contradict or conflict with those themes? Which characters, events, symbols, craft moves, or structures point to the theme?

Track the Tone: Tone is the author’s attitude toward a topic, character, or idea. What is the author’s tone in this text, and how does the author reveal it? Is it illustrated through events of the plot? Word choice? The structure of a passage? Choice of details? Your quote should reveal evidence of the tone. Why does the author feel this way?

Locate Meaningful Language: Identify language that stands out to you. This could be significant figurative language, repeated words or phrases, a certain character’s diction, a pattern you notice in the author’s word choice, or other language features. Describe the meaning and importance of the language you noticed. Why might the author have chosen to write in this specific way at this particular point in the text? What deeper meaning does the language illustrate?

READING RESPONSES FOR UNIT-SPECIFIC CONNECTIONS

Make connections between your novel and the rest of our unit by selecting any of the following questions to answer in the form of a reading response.

1. How do the characters or the community in your book treat those who stand out as **individuals**?
2. What consequences do the character(s) in your book face if they refuse to go along with the group or community?
3. How does conformity help the community in your book? How does conformity hurt it?
4. Does deindividuation come into play in the setting or plot of your novel? If so, describe how.
5. What **impels** the community or a character in your novel to go along with the crowd?
6. How does tradition play a role in the behavior of the characters or community in your novel?
7. Choose a character and describe the decisions they made as part of a group. Then, describe how that character might have acted differently when outside of the group's influence.
8. Which type of conformity do the main characters in your novel most illustrate: compliance, identification, or internalization? Explain your reasoning.
9. After reading your book and the core texts in this unit, what are the consequences of following the crowd? In what ways are the consequences of following the crowd greater than the consequences of standing out?
10. How does your novel answer our unit's essential question: *How does being in a group affect how we behave?*

| | | |
|----------------------------|-------|---------|
| Date: | Book: | Author: |
| Reading Response Category: | | |
| Reading Response: | | |

| | | |
|----------------------------|-------|---------|
| Date: | Book: | Author: |
| Reading Response Category: | | |
| Reading Response: | | |

| | | |
|--|-------|---------|
| Date: | Book: | Author: |
| Reading Response Category: | | |
| Reading Response: | | |
| <div><input type="checkbox"/> I wrote about an original idea.</div> <div><input type="checkbox"/> I wrote about a reading response category.</div> <div><input type="checkbox"/> I used and cited a quotation.</div> <div><input type="checkbox"/> I wrote at least 5 sentences.</div> | | |

BOOKS I'VE READ

| DATE FINISHED | BOOK TITLE | AUTHOR | GENRE | MY RATING (1 - 5) 5 = Best book I've read! |
|---------------------------------|---|---------------------|----------------|---|
| <i>EXAMPLE: January 5th</i> | <i>Percy Jackson & the Olympians: the Lightning Thief</i> | <i>Rick Riordan</i> | <i>Fantasy</i> | <i>3</i> |
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BOOKS I WANT TO READ

[illegible]

NORMS AND EXPECTATIONS FOR BOOK CLUBS

Every book club member's goal is to develop as a reader, listener, speaker, and thinker. Together, as a book club, we agree to follow norms and expectations that help us all meet our goals. Use the sample norms and expectations here or refer to the guiding questions that follow to create your own norms and expectations for your student-led book clubs.

SAMPLE NORMS AND EXPECTATIONS:

1. Read the agreed upon pages.
 2. Come to discussion prepared to share your thoughts.
 3. Bring your book, and follow along when someone shares a quotation.
 4. Keep conversations focused on the book. Use book club discussion questions and reading responses to kick off discussion and keep it going.
 5. Stay engaged in discussion.
 6. Honor everyone's voice and ideas.
 7. We may disagree. When we do, we disagree respectfully.
 8. At the end of each meeting, set page number and reading focus goals for the next meeting.
-

GUIDING QUESTIONS FOR STUDENT-CREATED BOOK CLUB NORMS AND EXPECTATIONS:

- What does it mean to be prepared for a book club meeting?
- How do we determine who should speak next?
- What should conversations look and sound like?
- How do we make sure everyone has an equal opportunity to share their ideas?
- What does listening look and sound like?
- What does respect look and sound like?
- What does disagreement look and sound like?
- What if I didn't read last night?
- What if someone in the group isn't doing their share?
- What does it look and sound like to be a leader in this book club?
- What roles will we take on (e.g. facilitator, scribe, time keeper, reporter), and how will they rotate?

OUR BOOK CLUB NORMS AND EXPECTATIONS:

- 1.
 - 2.
 - 3.
 - 4.
 - 5.

BOOK CLUB READING PLANS

Book title:

Author:

| Meeting number | Meeting date | Group roles | By the next meeting, read to page ____ | Next meeting's reading focus <i>What reading strategy are we using?</i> <i>What reading response category will we respond to and discuss?</i> |
|----------------|--------------|--|--|---|
| 1 | | Examples: <i>Facilitator:</i> <i>Scribe:</i> <i>Reporter:</i> | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |

UNIT 1: CHARACTERS WHO CHANGE AND GROW

Questions for Book Club Discussions

You may use these questions to kick off book club discussions and keep them going.

GENERAL QUESTIONS:

1. What about the text confirmed something you knew or had heard before?
2. What about the text surprised you?
3. What about the text challenged your thinking?
4. What were some of your reading responses?
5. Who else wrote about the same idea that was just shared? What did you write about?
6. Did anyone write a reading response about that same category?
7. Why did you choose to write about that specific category?
8. Who has another example of the idea that was just shared?

UNIT-SPECIFIC QUESTIONS:

1. How do the characters or the community in your book treat those who stand out as **individuals**?
2. What consequences do the character(s) in your book face if they refuse to go along with the group or community?
3. How does conformity help the community in your book? How does conformity hurt it?
4. Does deindividuation come into play in the setting or plot of your novel? If so, describe how.
5. What **impels** the community or a character in your novel to go along with the crowd?
6. How does tradition play a role in the behavior of the characters or community in your novel?
7. Choose a character and describe the decisions they made as part of a group. Then, describe how that character might have acted differently when outside of the group's influence.
8. Which type of conformity do the main characters in your novel most illustrate: compliance, identification, or internalization? Explain your reasoning.
9. After reading your book and the core texts in this unit, what are the consequences of following the crowd? In what ways are the consequences of following the crowd greater than the consequences of standing out?
10. How does your novel answer our unit's essential question: *How does being in a group affect how we behave?*

Name _____ Class _____

Introduction to Unit 1: Following the Crowd

Essential Question: How does being in a group affect how we behave?

About this lesson

This lesson will introduce you to the ideas, texts, and skills we will explore throughout the unit.

PART 1: Exploring the Unit's Big Questions

Directions: Below are several ideas that we will explore in this unit. Rate how strongly you agree or disagree with each statement. *5 minutes*



1. Sometimes we need to change ourselves in order to fit in better with a new group.

Strongly Disagree

Strongly Agree

1 2 3 4 5

2. Traditions are important to uphold.

Strongly Disagree

Strongly Agree

1 2 3 4 5

3. If you do something bad while in a group, you should not receive a tough punishment.

Strongly Disagree

Strongly Agree

1 2 3 4 5

4. When people see something bad happening, they generally speak up.

Strongly Disagree

Strongly Agree

1 2 3 4 5

5. In general, we should do as we are told without asking questions.

Strongly Disagree

Strongly Agree

1 2 3 4 5

PART 2: Discussing the Unit's Big Questions

Directions: As you discuss the statements from Part 1 with your classmates, use the space below to capture interesting ideas you hear! *10 minutes*



| NOTES CATCHER |
|---------------|
| |

PART 3: What Will We Read?

Directions: Read the overview of unit texts. *5 minutes*



| Title & Author | Genre | As you read, you will think about... |
|---|----------------------|---|
| "Cheboygan Day" by Brittany Allen | <i>Short Story</i> | Why is it so hard to go against the crowd at school? |
| "Conformity" by Charlotte Harrison | <i>Informational</i> | What are the pros and cons of following along with a group? |
| "All Summer in a Day" by Ray Bradbury | <i>Short Story</i> | Why is it important to understand where others come from? |
| "The Lottery" by Shirley Jackson | <i>Short Story</i> | If everyone is doing something bad, does it make it ok? |
| "The Dangers of Tradition" by Bakari Bosa | <i>Informational</i> | What happens when we blindly follow tradition? |
| "The Man in the Well" by Ira Sher | <i>Short Story</i> | If you do something bad but no one ever finds out about it, does it matter? |
| "It's No One's Fault When It's Everyone's Fault" by Shelby Ostergaard | <i>Informational</i> | How does being in a crowd affect our decision-making? |



Turn & Talk: Which texts sound most interesting to you? Why?

PART 4: What Skills Will We Learn?

Directions: Rate your confidence level for each of the unit skills listed below. *5 minutes*



Reading Skills

| <i>Mark the column that best matches your confidence level for each skill.</i> | <i>Not Confident</i> | <i>Somewhat Confident</i> | <i>Extremely Confident</i> |
|---|----------------------|---------------------------|----------------------------|
| 1. I can analyze how character interactions develop a story's theme. | | | |
| 2. I can determine how specific details and examples lead to a central idea. | | | |
| 3. I can analyze how authors use setting or structure to create foreshadowing and affect readers. | | | |
| 4. I can explain how characters' motives advance the plot. | | | |

Writing Skills

| <i>Mark the column that best matches your confidence level for each skill.</i> | <i>Not Confident</i> | <i>Somewhat Confident</i> | <i>Extremely Confident</i> |
|---|----------------------|---------------------------|----------------------------|
| 1. I can write a complete paragraph with evidence from more than one text. | | | |
| 2. I can write a strong argument that is clear, concise, and specific. | | | |
| 3. I can plan, organize, and write an essay using evidence from multiple texts. | | | |
| 4. I can write a strong introduction for an essay. | | | |
| 5. I can write a strong conclusion for an essay. | | | |

Key Terms for Unit 1: Following the Crowd

| <i>These terms will appear throughout the unit. Use this reference sheet as needed.</i> | |
|---|---|
| Theme | <p>A universal message that can apply to real life or other stories</p> <p>Example: A theme of <i>The Wizard of Oz</i> is that one's home will always have special importance.</p> |
| Central Idea | <p>The main point an author makes in a non-fiction text (or a section of a nonfiction text)</p> <ul style="list-style-type: none"> • Texts can have more than one central idea |
| Foreshadowing | <p>Details authors provide that hint at an event that will happen later in the story</p> <ul style="list-style-type: none"> • Often builds suspense and curiosity for readers |
| Argument | <p>A claim that a writer is defending in a paragraph or short response</p> <ul style="list-style-type: none"> • Usually the first sentence of a paragraph |
| Thesis | <p>A claim that a writer is defending in an essay</p> <ul style="list-style-type: none"> • Usually appears at the end of an essay's introduction |
| Context | <p>Information that clarifies what is happening in a moment or situation</p> |

Name _____

Class _____

Vocabulary for Unit 1: Following the Crowd

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I use in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.




Birds have absolute freedom to go wherever they like.

What's your **prediction**?
My Answer: complete

Correct Definition:

1. Anonymous [uh-non-uh-muh s]

The letter to the police was anonymous, so they weren't able to talk to the person who wrote it.




The protestors stayed anonymous by wearing masks.

What's your **prediction**?
My Answer:

Correct Definition:

2. Critical [krit-i-kuhl]

When someone has a stroke, it's critical that they receive immediate medical attention.



Reading is critical to brain development.

What's your **prediction**?
My Answer:

Correct Definition:

3. Grave [greyv]

The principal's tone was grave as he said,
"Ms. Carter, I need to speak with you."



Alex's grave face told me something was wrong.

What's your **prediction**?

My Answer:

Correct Definition:

4. Humiliate [hyoo-mil-ee-eyt]

Don't humiliate your ex by posting that
embarrassing photo on Instagram!



Renju was humiliated when everyone laughed at his mistake.

What's your **prediction**?

My Answer:

Correct Definition:

5. Impel [im-pel]

Something impels my mother to say everyday, "Do you
have your keys? Do you have your phone? Call me the
minute you get in the house!"



Yvonne's desire to win impels her to train hard.

What's your **prediction**?

My Answer:

Correct Definition:

6. Individuality [in-duh-vij-oo-al-i-tee]

Although both students researched the same topic,
their individuality showed in the way they presented the
information.



Kendra shows her individuality through her clothes.

What's your **prediction**?

My Answer:

Correct Definition:

7. Resilient [ri-zil-yuhnt]

The resilient company bounced back quickly after the fire at their main warehouse.



I thought Guillaume's injuries would end his sports career, but he's resilient.

What's your **prediction**?

My Answer:

Correct Definition:

8. Resort [ri-zawrt]

Kylie's parents were so frustrated by her late-night texting, they resorted to locking her phone in their room.



When Congress wouldn't listen to the people, they resorted to protest marches.

What's your **prediction**?

My Answer:

Correct Definition:

9. Ritual [rich-oo-uhl]

Our family's Thanksgiving ritual includes a long hike through the woods, homemade hot chocolate, and Grandma's turkey recipe.



Phuoc believed the ritual would bring him good luck.

What's your **prediction**?

My Answer:

Correct Definition:

10. Spare [spair]

I know your partner is cheating on you — but I'll spare you the details of what I saw!



Spare Maya some pain - don't tell her there are rumors about her!

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

Anonymity Critical Gravity Humiliation Impel Individual Resilience Resort Ritual Spare

| | My answer |
|--|-----------|
| 1. At first Jody lied about what she had done, but her guilty conscience _____ her to tell her parents the truth. | |
| 2. Malia would only talk to the reporter after he promised her _____. | |
| 3. When Jalon can't convince me to do what he wants, he always _____ to threats. | |
| 4. Let me explain the _____ of the situation: the bridge appears to be falling with 50 cars full of people on it! | |
| 5. The Cougar's pre-game _____ involves a team huddle during which the captain leads them in a special cheer. | |
| 6. Chris will never forget the _____ of falling off the stage in the middle of the graduation ceremony. | |
| 7. When the war started, Malcolm's parents wanted to _____ him fear, so they lied to him about why he was being sent to the countryside. | |
| 8. I don't want to be seen as "one of the crew;" I want to be seen as an _____. | |
| 9. I was really impressed by Ronelle's _____ when she started cycling again after recovering from the accident. | |
| 10. It's _____ that children eat healthily early in life to create a foundation for life-long good health. | |



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

| Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____. | |
|--|---|
| My Answer | My Reason |
| <i>relentless</i> | <i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i> |

| | | | | | | | | | |
|-----------|----------|-------|-----------|-------|---------------|-----------|--------|--------|-------|
| Anonymous | Critical | Grave | Humiliate | Impel | Individuality | Resilient | Resort | Ritual | Spare |
|-----------|----------|-------|-----------|-------|---------------|-----------|--------|--------|-------|

1. I was surprised to see an article in the local paper about bullying at my high school. The reporter had interviewed several kids from my school but didn't use any of their real names.

The kids were _____ because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

2. Hal didn't want to lie to Mr. Kenna, but when the teacher kept pressing him for his research paper, Hal felt he had no alternative.

Hal _____ to lying because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

3. Even at schools with uniforms, students can show their uniqueness through their hairdos, jewelry, or makeup.

Students can still show _____ because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

4. Usually Pepita is a very cheerful, funny person. But that day she was so quiet and serious; it was clear that something terrible had happened.

Pepita is _____ because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

5. In 2012, Hurricane Sandy hit the Jersey Shore. Over two million households in the state lost power in the storm, 346,000 homes were damaged or destroyed, and 37 people were killed. But a year later, there was hope in towns like Seaside Heights, where the 16-block boardwalk had been rebuilt and about three quarters of businesses were open.

The Jersey Shore is _____ because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

6. Every September, the Seniors get their class rings during a lovely ceremony. Each Senior walks in carrying a candle and singing the school song. Then the principal makes a speech about the responsibilities of being the oldest class in the school.

The ring ceremony is a(n) _____ because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

7. Lily was angry at her parents and didn't want to go on their yearly family trip to Grandpa's farm. But after the rest of the family left and she was alone in the house, she felt terrible about it. She just had to call her Grandpa to apologize!

Lily was _____ to call because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

8. Monet couldn't believe that her mother had been out of work for 3 months and hadn't told her! She understood that her mother didn't want her to worry, but Monet was really shocked that she pretended to be working that whole time.

Monet's mother tried to _____ her feelings because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

9. Max's new bakery was doing really well. The Mayor even hired him to make the cake for a fancy party at the mayoral mansion. This could make or break his bakery — every important person in town would taste this cake!

This cake is _____ to Max's success because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

10. Some parents post pictures of their crying children on social media after punishing them. Joe doesn't think it's right to embarrass children in public like that.

Joe thinks those posts _____ kids because _____

| My Answer | My Reason |
|-----------|-----------|
| | |

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Ceremony Drive Embarrass Necessary Protect Serious Tough Turn to Uniqueness Unnamed

| Words | My Answer |
|------------------|-----------|
| 1. Anonymous | |
| 2. Critical | |
| 3. Grave | |
| 4. Humiliate | |
| 5. Impel | |
| 6. Individuality | |
| 7. Resilient | |
| 8. Resort | |
| 9. Ritual | |
| 10. Spare | |



Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.

1. Why do you think so many people choose to be anonymous on the internet? How does it benefit them?

2. Describe one habit you think is critical for success in school. Explain why you think that.

3. Describe a situation in which grave behavior is appropriate. Explain why.

4. When children break the rules, do you think humiliating them in front of their friends is an effective punishment? Why or why not?

5. Describe a time when you worked hard to achieve or finish something. What impelled you to work so hard?

6. What makes you an individual?

7. Describe a resilient person you know or saw in a movie, TV show, or book. How did this person demonstrate resilience?

8. Why do you think so many people resort to violence when they can't get their way? What would be a better approach?

9. Describe a ritual you've participated in or saw in a movie, TV show, or book. What was the purpose of the ritual?

10. Some people tell "white lies" to spare others pain (ex: Yes, you look great in that!). Would you rather be spared pain or told the truth? Why?

Name _____ Class _____

Cheboygan Day

Brittany Allen

About this text

Brittany K. Allen is a New York-based playwright, prosewright and actor. In this short story, two new students move to a small town and are greeted by others in very different ways. Their treatment reveals the power of group behavior in a school community.

Purpose for Reading

To analyze how character interactions develop a theme so that we can build our understanding about the effects of following a crowd.

WHOLE CLASS READING

DURING READING QUESTIONS

[1] Kookaburra, our New England town, prides itself on its traditions. Every March we have Founder’s Day to celebrate Saul Berringer, the pioneer who stole this land from the Mohegan and Pequot Native tribes.¹ And when other, normal-er cities are celebrating Easter, the Kookaburrans participate in a city-wide scavenger hunt for Sasquatch footprints, because some sap fifty years ago claimed to see a monster in the marsh. We call that one Kook’s Day. Or at least, my mother does.

[2] But worst of all is the Seafood Festival, the ten days out of every summer when out-of-towners in electric cars drive in and fill up our bed and breakfasts. They buy overpriced foam lobster claws and pretend-Navy hats, then leave their pop cans and shells all over the street, which my mother has to pick up. Unlike our other traditions, locals basically hate the Seafood Festival, but we tolerate it because everyone turns a profit — from the restaurant workers to the parasailing instructors. Even me, Jumi, and Arpan are in on the action. We make “authentic Kookaburra friendship bracelets” and sell them for five dollars more than they take to make. We’re not rich in our town. In fact, our parents have a saying: *Everybody has to serve somebody. You do what you do to get yours.*

[3] It was the first day of Seafood Fest when the Cheboygans moved to town. I remember because me, Jumi, and Arpan saw their trucks barrel past us down Main Street, slightly over the speed limit. An unfamiliar company with an orange and obvious logo: *GUYS IN A VAN*. “You think they did any brainstorming?” said Arpan, when he read the name aloud. “Or just went with the very first idea that came to mind?”

[4] “CARS FOR THINGS,” said Jumi, in a flat, bored voice. “STUFF ON WHEELS?”

[5] “WE HAUL?” I offered. But she dismissed my joke with a wave of her hand.

[6] “Nah, that’s too creative. GUYS IN A VAN is as dumb as it gets.” Arpan sucked his teeth. “Whoever’s in there, ‘Honor roll, they are not.’”

Paragraphs 1-2

Turn & Talk: What do the traditions in Kookaburra suggest about the community?

¹ Native American tribes indigenous to present day Connecticut.

[7] I recognized ‘Honor roll, they are not’ as a quote from Otis Greeley — the new guy on SNL.² Arpan had recently gotten into the habit of repeating his favorite comedians. His plan after high school was to move to the city and become an entrepreneur slash media mogul. He already had a huge Instagram following for the secret videos he took of his parents saying silly things in their heavily accented English.

[8] “#FirstGenProblems,”³ he called it. The three of us had been best friends since second grade, when we all bonded over Mrs. Paley’s inability to pronounce our names during roll call.

[9] “Honor roll, they are not,” Jumi repeated, and made a visor of her hands. We watched the badly named trucks make the turn toward Old Sycamore, the neighborhood we trick-or-treated in, and fell silent. Just like our parents, we walked through town with everybody’s business in our back pockets. Gossip was a life force in Kookaburra. At least it gave us something to do in between goofy festivals.

Paragraph 9

Write: What does the line “Gossip was a life force in Kookaburra” suggest about the residents of the town?

PARTNER READING

[10] Three days later, high school started. Signs saying “Fresh Meat” were taped to every ninth-grade locker, like something out of an eighties movie. But this was mostly for show. Kookaburra isn’t big enough for bullies. Our town is so tiny that the high school and middle school share a building and a science teacher (Mr. Pevin taught Chem *and* Bio *and* Physics). In the thirty minutes before classes started, groups from all grades would co-mingle in the Student Activities Center (or SAC for short) and race to finish their homework. Just like in eighth and seventh and sixth grade, me, Arpan, and Jumi took up our usual spot by the pillar, and started divvying up⁴ the profits from our bracelet business. “It doesn’t feel any different,” Arpan was saying, meaning our new status as freshmen. “I mean, I thought I’d feel older? But I don’t.”

[11] That’s when the Cheboygans sailed in, coming through the front doors as if on a tide of light. Everyone, from sixth grade to twelfth, turned to stare at the new kids.

[12] It was hard to make sense of the picture they made. The boy was tall, with long auburn hair tied in a pony-tail at the nape of his neck and a smattering of freckles across his nose. While most of us wore ripped jeans, t-shirts, and hoodies, the boy Cheboygan wore slacks like our fathers and older brothers wore to weddings and funerals, and a crisp white button down with a tweed blazer on top. The only young thing about him was his black, immaculate Converse sneakers. The girl was even stranger. She had Jumi’s dark complexion, but short hair, buzzed close to the scalp. She wore jangly gold bangles on each wrist, and a shapeless blue shift-dress. Her light gray eyes reminded me of the color the ocean turned at dusk. The boy was smiling, widely. But the girl looked wary and timid.

[13] “That’s got to be the honor roll,” said Jumi, yanking an AirPods out of her ear. Her eyes were wide with curiosity. “Where do we think they come from? The city?”

[14] “Gotta be the city.”

DURING READING QUESTIONS

Paragraph 10

Turn & Talk: What does the narrator’s description of high school suggest about the community?

Paragraphs 11-14

Find Evidence: Underline three details that suggest the Cheboygans are different from the other students.

² SNL refers to Saturday Night Live, a late-night sketch comedy show on NBC.

³ First generation refers to someone who is the first in their family to be born in a country. It implies that the person’s parents are immigrants.

⁴ Dividing

[15] The city, in our world, could refer to several nearby places — Hartford, New York, Boston — but mostly, we meant it as a code. Meaning, “Wealthy,” or “Impressive,” or “Not Like Us.”

[16] When I walked into Mrs. Bleyer’s homeroom, the girl Cheboygan was sitting at my usual desk. I hovered dumbly above her until she glared at me.

[17] “Um, can I help you?”

[18] “Nope,” I replied, easing into the adjacent seat that was usually Tommy Dorfman’s. His mom and mine both worked for the sanitation department. Sometimes Tommy and I would ride our bikes home together, to our neighborhood on the South side by the dunes. We never spoke about our mothers at school. I couldn’t say why, exactly. Tommy had a left-handed desk that was awkward to sit in, but I realized it let me look over the girl Cheboygan’s shoulder. She had a comp notebook open and was doodling, dark angry scribbles. Her whole body hunched over the paper, like the act took her entire self.

[19] “Hello hello!” sang Mrs. Bleyer, skipping into the room with a tray of Stop n’ Shop Cupcakes. She was one of those young teachers who worked hard to make school fun. “How was everyone’s summer? Take one and pass the box along!” She also spoke very quickly, leaping from thought to thought like a frog. “I hear this year is especially exciting because we have some new students.” She glanced at a notecard in her hand and scanned the room. “Now, where is Adele Cheboygan? And am I pronouncing that correctly, Adele?” The sound of the name filled me with a warm feeling, like I felt looking at fireflies.

[20] The girl who’d stolen my seat slowly raised her hand and nodded: yes. Mrs. Bleyer waited for her to say something else, but when it was clear Adele had no intention of giving a speech, Mrs. Bleyer turned her smile up a notch and spread her arms wide. “Guys, let’s everyone make Adele feel at home, okay?” Then she fixed her gaze on me. “Sweet Owen! Will you be my welcome ambassador? Show our new friend the ropes around here?”

[21] By now the cupcakes had made their way over to our corner of the classroom. Nodding to our teacher, I held the box up to Adele, and did a little pretend bow like I was her lowly servant. That got a smile. I saw a brilliant flash of her white teeth as she dove her hand into the box.

[22] As I walked Adele to Mr. Pevin’s class, she was surprisingly chatty, in abrupt contrast to her first impression. She told me her family had just moved here from Hartford, mostly so her mom — a marine biologist — could study humpback whales at the conservatory two towns over. Her dad drew a comic strip for *The Boston Herald*, and had taught her everything she knew about art. And I’d probably seen Claude, her brother, that morning —

Paragraphs 16-22

Write: Compare Adele’s attitude in the classroom to her attitude in the hallway. What do you think caused this change?

INDEPENDENT READING

[23] “Wait, so the red headed kid is your brother?” This was Blake Kettleman, whose locker we’d just happened to pass. Blake’s Mom taught swimming lessons and led the Girl Scouts. It was considered a great irony⁵ that Blake was the most insensitive loudmouth at our whole school, when his mom was such a feminist.⁶

[24] “Never mind this guy,” I said. “What were you saying about your brother? Are you two close?”

⁵ the opposite of what is expected

⁶ a person who believes in the equality of the sexes

DURING READING QUESTIONS

[25] “Well, kind of. We used to be...” Adele started. But Blake interrupted.

[26] “You two don't look alike. What's that about?”

[27] Though I tried to hustle us on, Adele stopped in her tracks. I watched her face close like a flower, returning to the defensive scowl she'd worn before accepting my cupcake.

[28] “How is that even remotely your business?” she asked.

[29] “It just kind of seems like a lie,” said Blake. “And here in Kookaburra, we hate liars.”

[30] By now, a small crowd had begun to gather by the lockers, and a few doors down I could see Mrs. Bleyer moving toward us on hallway patrol. But before I could intervene,⁷ Adele had wheeled on Blake.

[31] “Not that I owe you an explanation, townie,⁸ but I'm adopted. My biological mother is from Cape Verde.⁹ Which is an island just like this one, only prettier.”

[32] Blake's mouth fell open, just as Mrs. Bleyer sailed back into earshot. “Whoa, Adele. We don't speak to each other that way here,” she said, looking way more hurt than I thought the situation warranted. “Did anyone give you the Code of Conduct at registration?”

[33] Adele shook her head as Mrs. Bleyer launched into a speech about the importance of “respecting our fellow students” and “proceeding from a place of compassion.” I saw that Adele had turned beet red. When the late bell finally rang, she left my side abruptly, shooting off down the hall. Mrs. Bleyer sighed sadly, but Blake looked pleased with himself.

[34] By lunch, we had more information. Jumi and Arpan had Claude Cheboygan in their homeroom, and apparently his introduction had gone over much better. “He's really funny,” said Jumi, biting into an apple. “He plays sax and loves *Star Wars*. Umm, and he's allergic to shellfish? So he's worried about fitting in around all these fisherman kids. But seems like a cool dude.”

[35] “He's cool because he's allergic to shellfish?”

[36] “No, he just seems like a cool guy.” As if on cue, Claude walked into the SAC with three of the most popular sophomores — Ian Pilar, Ricky Sanchez, and August Ellington. They sat down on the steps of the stage where Mr. Gloucester conducted assemblies. I saw that since this morning, Claude had loosened his ridiculous tie, and untucked his shirt. Now he didn't look like a dorky kid playing dress-up so much as a cool young teacher, relaxing with his students. When he leaned forward to speak, the boys would all respond with deep belly laughs.

[37] “But what's the deal with the sister?” said Arpan. “People are saying she's kind of a freak.”

[38] “And that they're like, not really related?” Jumi added. “Tanya Bearling said she's a foster kid.” A flash of anger bubbled in my gut, but I didn't know what to do with it, or who it was meant to be for. Jumi, unaware, kept fiddling with her phone. She'd moved to the island, too, but as a baby. Her father was in the Coast Guard, but he'd left her and her mom before she could form memories.

[39] “What? Why are you looking at me like that?”

Paragraphs 23-33

Write: In paragraph 10, the narrator says that “Kookaburra isn't big enough for bullies.” How does Blake's interaction with Adele challenge that statement?

⁷ **Intervene** (*verb*): to become involved with a conflict in order to influence its outcome

⁸ slang term that refers to a person who lives in a town with a university or heavy tourism

⁹ an island country located off the west coast of Africa

[40] “She told us in the hall that she’s adopted. Don’t believe everything you hear.”

[41] “Adopted, foster kid. What’s the difference? She’s clearly the black sheep in the family.”

[42] “Wow, I wouldn’t have expected you to be so close-minded,” I said.

[43] “You mean because we look alike, we should be besties? Is that really what you’re saying, O?”

[44] “Of course not!” I sputtered. But then I had to wonder if that wasn’t what I’d been thinking, after all — just a little bit. Was it so messed up to assume that Jumi and Adele would have something in common, simply based on their shared skin color? I sometimes got the feeling that people thought me, Arpan, and Jumi were friends for this very reason. That our difference from the others — our names, our parents, our backgrounds — was what made us similar to one another. But then, that wasn’t the whole picture. Arpan and I had actually bonded over hours of playing MarioKart and binging SNL, and I’d looked up to Jumi ever since I watched her shimmy up the ropes in gym class, hitting the bell before any of the boys. We were a trio like *The Wizard of Oz*, with each of us bringing something the others didn’t have — Arpan was witty where Jumi was bold. Which I guess made me the Tin Man. I couldn’t deny being sensitive. My friends still liked to tease me because the movie *Up* had made me cry.

[45] “Owen, I can see you’re spinning. Chill out,” Arpan said. Then — “Claude’s great, you’ll see.” He was half in his phone, too, editing one of his #FirstGen videos. Jumi reached out a hand for a high-five, to let me know things were cool between us. The rest of lunch passed normal, with us plotting out our weekend, and gossiping about who’d changed the most over the summer. It didn’t occur to me until sixth period that I’d completely abandoned my mission to show Adele “the ropes.”

CHARACTER INTERACTIONS: Paragraphs 38-42

Find Evidence: Underline at least two details that show Owen’s reaction to the rumors about Adele.

Paragraph 44:

A. Write: According to Owen, why are he, Arpan, and Jumi such a tight-knit group?

B. Write: What does this suggest about how groups form a strong bond?

WHOLE CLASS READING

[46] Over the next few weeks, a strange thing happened. Namely, Claude Cheboygan was crowned unofficial king of the ninth grade. In the morning, he’d roll into the SAC and everyone would take note — jock kids, middle schoolers, Mathletes. Special attention was paid to his wardrobe. He was still overdressed by a mile, but people had decided to like his grown-up slacks and blazers. Some kids even started imitating his look. One day Tyson Bretter came to school in tweed pants, which he’d clearly borrowed from his dad. Alex Gamarsky, who usually wore a fishing vest, showed up to lunch in a piano key necktie. Teachers approved — to Claude they said things like, “looking dapper!” and “Nice duds, junior!” And even Arpan, who made fun of everyone’s clothes, referred to Claude’s “brand” as “classy chic.”

[47] And you started to see his name everywhere. Like *literally* everywhere. Inscribed in hearts, on bathroom stalls, or stabbed into the soft metal skin of the bleachers. The sand of the beach. Walking through the hallways, every overheard conversation seemed to involve Claude:

[48] *Claude Cheboygan learned to drive in a Ferrari. It’s his dad’s, and they keep it on the mainland in a special garage.*

[49] *Claude Cheboygan is best friends with Timothée Chalamet.¹⁰ They met at a summer camp for kids who play jazz.*

DURING READING QUESTIONS

CHARACTER INTERACTIONS: Paragraph 46

Find Evidence: Underline two details that reveal Claude’s effect on the community.

¹⁰ An American actor

[50] *Claude Cheboygan and his mom scuba dive with the humpback whales. He can understand whale songs. Ask him!*

[51] Some of the rumors were too ridiculous to be believed, but people repeated them anyway, kids from sixth to twelfth grade. On the boardwalk, you'd hear the syllables of his name uttered in a tone of wonder. Even teachers were complicit.¹¹ His first Friday, I saw Ms. McCarthy hand him a flyer for drama club. They were having *Romeo and Juliet* auditions in a few weeks, she said, and he'd make a wonderful Mercutio. We hadn't read that play yet in my English class, but something in her voice made me suspect it was the best part.

[52] Despite all this, I couldn't seem to see Claude as everyone else did. To even get the impression of his awesomeness, I had to squint. We had only one class together — Horticulture, with Mr. Pevin — and in the greenhouse he made a big show of not wanting to get his nice clothes dirty, letting girls do his planting assignments while he stood off to the side and made snarky comments. And while everyone laughed when he spoke in a certain voice, it wasn't like with Arpan. I never got the joke.

[53] As Claude's stock rose, Adele's sank. Even though she and Claude continued to arrive at school together every morning, hopping out of the same silver Prius before separating at the door, kids flat out refused to believe they could have come from the same house, let alone the same family. Nasty rumors circulated about Adele with the same speed and enthusiasm as the good gossip about her brother. Blake Kettleman brazenly¹² told everyone she was the housekeeper's daughter, and that the family kept her around because they didn't want a scandal getting out. He took to calling her a "townie" behind her back.

Paragraphs 47-51

Write: How does this section reinforce Owen's earlier claim that "Gossip was a life force in Kookaburra"?

CHARACTER INTERACTIONS: Paragraphs 52-53

Write: How does Owen's perception of Claude differ from the rest of his classmates?

PARTNER READING

[54] I never again got a glimpse of that sunnier, chattier self Adele had briefly shown me in the hallway in the few minutes before her first science class. Now she walked through the school with her shoulders slouched, clutching her notebook to her chest, eyes cast down. I figured some part of her preferred being a loner because she didn't exactly make an effort to get to know people. But I knew this was also something I told myself to feel better about how spectacularly I'd failed at being her "welcome ambassador."

[55] I remember seeing her once in the art room as I was on my way to lunch with my friends. She was sitting alone at an easel, her back to me as she painted. I could hear her bracelets jangling as her hands moved from palette to paper. She'd made a beautifully detailed, professional-looking watercolor of two Black women — one old, one young — having a picnic lunch on the beach. There were red lobsters and a pitcher of lemonade between them. This picture struck me as much cornier than her usual scribble-tornados, but there was something painful about it, too. The colors were so vivid they reminded me of what the world looked like right after you stepped from a dark room into sunlight.

[56] Meanwhile, the end of Seafood Fest was in sight. Predictably, our parents griped about the mess the tourists had made of our beaches and storefronts while turning around and taking their money straight to the bank. Arpan and Jumi had joined the stage crew in anticipation of the empty autumn weekends, but I was no good with tools. On the nights they stayed late in the auditorium, building the balcony for *Romeo and Juliet*, I rode my bike home with Tommy. Our mothers

DURING READING QUESTIONS

Paragraph 55

A. Find Evidence: Underline two details that show how Owen perceives Adele's art.

B. Write: How does this further influence Owen's perception of Adele?

¹¹ **Complicit** (*adjective*): helping to do wrong in some way

¹² **Brazenly** (*adverb*): done in a shocking way without a sense of shame

sometimes played dominos together on one or the others' front porch before their shifts started. One Wednesday as we were riding up, my mom stood to greet us, holding up a pitcher of iced tea.

[57] "Boys!" she called. "Come meet Mrs. Cheboygan!" I saw her wave at an unfamiliar woman who stood on the lawn between our houses. The stranger wore a blue linen shirt, Mom jeans, and...bangles. Both wrists. A red and white striped kerchief was casually tied over her brown, curly hair. I didn't have to get any closer to see that she was the spitting image of Adele.

[58] "You must be Owen," Mrs. Cheboygan said. When she spoke, I got the warm, slightly prickly feeling I'd gotten the first day of school, when Adele had smiled at me. I nodded and looked at the ground.

[59] "My daughter's told me so much about you."

[60] "Hear that, sweetie?" said Mom. "You've got a fan!" I blushed a horrible, hot red. I loved my Mom, but sometimes she was so embarrassing I wanted to row out onto the ocean and never look back.

[61] "I was just telling your mom that Adele would love to spend some time up here," Mrs. Cheboygan continued. "She wants to draw Kookaburra from every possible vantage point, and I know she hasn't seen the dunes yet."

[62] "Did you know that Adele was an artist, Tommy?" This was Tommy's mom, Pam. Pam was the friendliest mom, probably in all of New England. She baked cookies for no reason, and watered people's plants when they went out of town without even being asked to. Behind closed doors, my friends and I wondered if she was too nice. If maybe that explained why Tommy was sometimes a little slow on the uptake

[63] Case in point: "I heard she drew all the time at the orphanage," said Tommy, throwing his bike on the grass. "Didn't the nuns make everyone?"

[64] Mrs. Cheboygan pursed her lips. "What orphanage?" she said.

[65] Tommy looked a little uncertain as silence collected around us, but still he continued: "The one on Cape Verde?" *Honor roll, he is not*, I imagined Arpan muttering.

[66] "I'm from Cape Verde, but there's no orphanage," said Mrs. Cheboygan. Her brow furrowed. "I'm confused. Why would you think Adele came from an orphanage?"

[67] "Well, she told everyone she was adopted, didn't she? Right, Owen? That first day, in the hallway? With Blake?"

[68] All the eyes suddenly spun around, to pin me like a butterfly. My mom fixed me with one of her explain-this-to-me-immediately faces, like she wore when one of my friends said something vaguely dirty in her presence. My throat suddenly felt scratchy and hot. I was as confused as anyone else, and already resented the worried look on Mrs. Cheboygan's face. "She did say she was adopted," I said, slowly. "But I don't know anything about an orphanage. You shouldn't repeat every rumor you hear, Tommy."

[69] "Nothing wrong with being adopted," said Pam. She was trying to smooth over the situation, but I could tell that we'd said something terribly wrong. Mrs. Cheboygan looked at the ground, seeming so like her daughter at that moment that I had to do a double take.

CHARACTER INTERACTIONS: Paragraphs 63-71

Write: What important details do we learn about

[70] “No, of course not. But Adele and Claude were both born at Mass General. October 6th, 2003. They’re fraternal twins,”¹³ she said. “It’s strange. I don’t...I don’t know why she would lie about that.”

[71] I watched Mrs. Cheboygan’s face, with its high cheekbones and light smattering of freckles, go through several contortions. She looked like she was trying to solve a riddle. After a long beat she seemed to remember where she was, and waved a distracted goodbye to our mothers. “I’ll see you around, boys,” she said in our direction, but was back in her silver Prius before we could reply.

[72] After Mrs. C’s car had disappeared up the causeway¹⁴ and the Dorfman’s had retreated into their own house, we headed inside and my mom started getting ready for her evening shift.

[73] “Why would someone lie about being adopted?” I wondered aloud.

[74] “Maybe she thought it was an easier explanation than the truth.”

[75] “But her brother’s so popular. You’d think she’d want people to know they’re real twins.” Staring out the window at the beach below, I was suddenly reminded of that first day, when Adele had said she and Claude “used to be close.” What had happened to drive them apart?

[76] “Some people have a lot of shame about where they come from, sweets,” said my mom. “I know you know this. And imagine what it feels like to have kids not believe you when you tell them who your parents are. Maybe she was protecting herself.”

[77] I thought about this for a long time after my mother had driven away.

the Cheboygans through this interaction?

Paragraphs 73-77

Turn & Talk: Why do you think Adele lied about her background?

INDEPENDENT READING

[78] The next day, a Friday, was the last day of Seafood Fest. After the tourists left, a lull usually settled over the island. Things fell into a calmer rhythm without so many strangers around. I personally had never been so relieved at the prospect of change. I guess in my mind, I was hoping that we would replace the summer gossip with new stories. That the Cheboygans and all the buzz around them would settle, like everyone who stuck around had to eventually. But alas, ‘twas not to be.

[79] When I walked into homeroom, Tommy’s voice met me like a tidal wave. “Bro, did you hear? Claude got taken away in an ambulance. Someone tried to poison him in homeroom.”

[80] “Poison?” said Mrs. Bleyer, who’d come up behind me. She was wearing a pink dress patterned with green sailboats, and carrying a box of donuts to celebrate “Quarter Term”— her own invented festival. *Once a kook, always a kook*, I thought, then made a mental note to repeat this to my friends at lunch.

[81] “Well not *poison-poison*,” said Tommy. “They’re saying someone slipped him lobster meat. Like, in his breakfast.” We must have looked confused, because Tommy made a face and elaborated. “Claude’s allergic to shellfish!”

[82] Reflexively, I scanned the room. But Adele’s seat in the back was empty.

[83] My stomach was in knots even before I heard the rumor, the ugliest yet, drifting through the hallways. At lunch I found Arpan, eating a samosa and chewing with his mouth full. “Oh, she definitely poisoned him. It’s so messed up.

DURING READING QUESTIONS

¹³ Twins who developed from different ova, leading to different appearances and possibly biological sex.

¹⁴ a raised road across low or wet ground

Byron Bellicotte was there when the ambulance came and took him away. He saw the whole thing.”

[84] “Since when is Byron Bellicotte a reliable source?” I said. Byron Bellicotte was a super-senior, not even in our grade. People said he slept through tenth grade the first time, and to this day left little puddles of drool on his desk like disgusting monuments to his poor attention span.

[85] “I dunno, man. But it’s probably like a vengeance thing. To get into the will.”

[86] Jumi sidled up.

[87] “You guys talking about Awful Adele?”

[88] “You guys, be reasonable. She’s not even in school today. How could she have poisoned him in homeroom? And *why* would she poison her own brother?”

[89] “*Adopted* brother,” said Jumi. I realized then that she was wearing a blazer, the black one all the jazz kids were given for concerts. Even though it was way too warm. “Think about it, O. Claude gets all the attention. She probably couldn’t handle it.”

[90] “She’s not even really adopted!” I said, raising my voice. “I met their mom. They’re actual biological twins.”

[91] “Um, sure, O,” said Arpan, rolling his eyes. “And I’m Lakeith Stanfield.¹⁵ Also, gullible is written on the sky.” Then he lowered his voice. “Did you guys even see that painting she made in Art class? With the *lobsters*?”

[92] “Dude, I can prove it!” I wheeled around and there was Tommy, kicking a hacky-sack at his lunch table. “Tommy, remember when we met Mrs. C? And she told us the truth about the Cheboygan twins?”

[93] Without my noticing, our area had gotten crowded. I knew Tommy was aware of the eyes. He started laughing his nervous hyena laugh. “Um, sure I do, Owen,” he said, eyes darting around the SAC. Then he spun his index finger around next to his head, the universal gesture for “kooky.” Inspired, Arpan and Jumi launched into a bit where they pretended to be related, and a bunch of townies laughed. *Townies* — that was the word I thought of then, looking at my classmates’ faces, all twisted up and mean.

[94] In that moment, with the laughter, everything took on a warped quality — like the fun house mirrors at the corny old haunted houses on the boardwalk. Everywhere I looked, people were dressed like Claude. They had his old-timey blazers and sneakers, his crisp white shirts. The whole school, I realized, had picked a side, sure as if we were at war. And it all seemed to proceed from a twisted logic: Because Claude was so *awesome*, his sister had to be jealous. Because Claude was anointed, his sister had to be cruel. But as I walked away from my friends, I pictured Mrs. Cheboygan, who was probably worried sick over her son at some hospital. In my mind’s eye, I could see both of her children in her face — the smattering of freckles that belonged to Claude, and the serious brow that belonged to her daughter. Adele.

CHARACTER INTERACTIONS: Paragraphs 82-92

Find Evidence: Underline at least three details that show Owen's reaction to the rumors about Adele.

THEME DEVELOPMENT: Paragraphs 93-94

A. Write: What does Tommy's reaction to the rumors suggest about the influence of a group?

B. Write: Consider Owen's description of the community's “twisted logic.” What does this suggest about how a group decides to accept or reject new people?

WHOLE CLASS READING

DURING READING QUESTIONS

¹⁵ An American actor and musician

[95] Next Monday, both the twins were out of school. Tuesday, ditto. Then on Wednesday, halfway through homeroom, Adele slumped into class. She looked exhausted. There were heavy bags under her eyes, and her wrists were naked — no bangles today. Mrs. Bleyer nodded a wary welcome, and gestured at an empty seat near me.

[96] “Here she comes, boys,” Blake murmured, from the corner. “The Wicked Witch of the East.” Adele shut her eyes and slid into the desk, opening her notebook with a thud.

[97] “Don’t eat anything she gives you,” Blake said, a little louder. Mrs. Bleyer sighed a loud and pointed sigh.

[98] “What kind of witchy spell did your mom have to cast to get you into the family?” hissed Blake. “Huh? Huh? Look at me when I’m talking to you, *housekeeper’s daughter*.” Then, a ball of wadded paper sailed through the air and, with a soft thud, hit Adele on the back.

[99] “Honor roll, you are not,” Adele growled. Her eyes were still fixed on her paper.

[100] “What was that?” Suddenly, Blake was standing. He’d filled out over the summer, and didn’t seem to know how to hold his new muscular arms, or the excess energy that came with them. His eyes were so wide you could see whites all around his pupils. Finally, Mrs. Bleyer glanced up. “Alright, you two. That’s enough,” she said.

[101] “Adele didn’t do anything!” Every neck turned. I was as shocked as anyone to realize I was standing; that it was my wobbly voice that had spoken. Mrs. Bleyer stared at me like she was trying to remember how I’d wound up in this class. Adele, beside me, sat up straight in her chair. She looked at me, for the second time ever, with something like kindness. As the bell pinged for announcements, forcing Blake and I out of détente,¹⁶ I saw her mouth the words “Thank you.” I smiled back.

[102] But at lunch, Adele came up to me, Jumi, and Arpan, just as Arpan was telling a long-winded story about his parents’ latest faux pas.¹⁷ It’d been a while since the three of us had been together, with no stage crew or Cheboygan-specific gossip. We’d heard from Mr. Gloucester that Claude was “out of the woods,” and would be back in school at the end of the week. I wasn’t glad that Claude was ill, but I was secretly pleased that his drama was happening in another building. It was like the end of Seafood Fest — how you could appreciate what someone symbolized, but still be pleased when they were gone.

[103] I don’t know how long Adele was standing there before she made her presence known, with a big belly laugh that seemed like it had come out of her brother. “That’s cray,” she said breezily. “That reminds me of my mom. You know Claude and I are technically first-gen, too,” she said. Arpan just stared at her.

[104] “Yo, Owen,” she said, suddenly turning to me as if it wasn’t totally weird to creep on people’s conversations without introducing yourself. “Word on the street is our moms are friends. You think I can come by your house sometime and sketch the water from your beach?”

[105] Behind her head, Jumi pantomimed choking, bugging out her eyes and clutching at her throat. Arpan shook his head ferociously, waving his hands in mock terror. There was no one around the pillar but us three right then — but that

Paragraph 101

Write: How do people react to Owen going against the crowd and sticking up for Adele?

THEME DEVELOPMENT: Paragraph 105

¹⁶ Refers to a hostile disagreement between countries. Here, it is used metaphorically.

¹⁷ an embarrassing social mistake

was all it took. “Yeah, maybe,” I said, but I directed my words to the ground. A part of me hoped that Adele would hear the “Yeah,” and not the smirk I shot my friends, but another, larger part of me felt like I didn’t deserve this. Hadn’t it been enough, to be her defender in homeroom? Didn’t she know our rules, our timetables? *Everybody has to serve somebody.*

[106] Adele was nothing if not observant. She quickly took the hint, shrugging goodbye and moseying off to the far corner of the SAC, where she’d started having lunch by herself. The next day, Claude was back at school. People dubbed his return ‘Cheboygan Day!’ In Gym, I watched a bunch of kids hoist him up on their shoulders like a Caesar.¹⁸ But the following Monday, Adele was gone. We learned later that she was doing homeschool with her Dad. I liked to picture them drawing together, all around the island. Seashells, crabs, sunsets, picnics — whatever sweet or angry subjects felt right.

[107] Later that fall, in biology class, Mr. Pevin explained how the twins were, in fact, biologically possible. He explained how some genes, like the ones for red hair or blue eyes, were recessive, while others, like the genes for brown eyes and darker skin tones, were dominant. Then he drew a Punnett Square¹⁹ to show how our inherited genes can lead to vastly different appearances, even in siblings. “The genome is a masterpiece! Take our friends, the Cheboygans,” he said, looking around the room before remembering that only Claude was still with us. Only Claude had been invited to stay.

Think & Share: Consider Owen's earlier thoughts and actions toward Adele. What does his behavior in this paragraph suggest about the power of a group?

Paragraphs 106-107

Turn & Talk: Who or what is most to blame for how Adele was treated in Kookaburra? Be prepared to defend your response.

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¹⁸ reference to the title given to Roman emperors

¹⁹ A Punnett Square is a term for how biologists understand the genes a person inherits. The combination of recessive and dominant genes a person has impacts many things, such as their appearance.

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Cheboygan Day.” 5 minutes



1. Which detail *best* supports the idea that the Cheboygans stood out from the other students in school? **[RL.1]**
 - A. “That’s when the Cheboygans sailed in, coming through the front doors as if on a tide of light.” (Paragraph 11)
 - B. “The boy was tall, with long auburn hair tied in a pony-tail at the nape of his neck and a smattering of freckles across his nose.” (Paragraph 12)
 - C. “The city, in our world, could refer to several nearby places — Hartford, New York, Boston — but mostly, we meant it as a code.” (Paragraph 15)
 - D. “When I walked into Mrs. Bleyer’s homeroom, the girl Cheboygan was sitting at my usual desk.” (Paragraph 16)
2. What theme is revealed through paragraph 53? **[RL.2]**
 - A. Siblings often have fierce rivalries.
 - B. It can be difficult to keep family secrets.
 - C. Wealth and class can unfairly divide people.
 - D. Gossip can falsely characterize people as good or evil.
3. In paragraph 94, what do the words “warped” and “twisted” suggest about how Owen is feeling? **[RL.4]**
 - A. Owen feels disturbed by the bizarre way the school views Claude versus Adele.
 - B. Owen feels responsible for not being a good welcome ambassador for Adele.
 - C. Owen feels confused about which side to pick between Claude and Adele.
 - D. Owen feels frustrated that he was not able to be friends with Adele.
4. In paragraph 99, what does Adele’s statement “Honor roll, you are not” suggest to the reader? **[RL.3]**
 - A. The Cheboygans look down on the local people of Kookaburra.
 - B. Adele has interests in common with Owen, Jumi, and Arpan.
 - C. Adele is more intelligent than her brother Claude.
 - D. The Cheboygans place a high value on education.

Independent Practice

Directions: Answer the short response prompt for “Cheboygan Day.” 15 minutes



PROMPT: What do Owen's decisions in paragraphs 95-107 suggest about the power of groups? **[RL.2]**

Make sure your paragraph is complete by:

- starting with an argument that clearly answers the prompt
- including two pieces of evidence that support your argument
- explaining how your evidence supports your argument

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Did you begin with an argument that clearly answers the prompt?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you include at least **two** pieces of evidence that support your argument?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you explain how each piece of evidence supports your argument?
 - A. YES!
 - B. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record notes on both of your answers. Push yourselves to use formal language and evidence from the text. *5 minutes*



DISCUSSION RESOURCES

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

1. Why do you think the students of Kookaburra admired Claude's **individuality** but rejected Adele's?

2. Should Claude have done anything to **spare** his sister from the rumors at school? Explain.

Name _____ Class _____

Conformity

Charlotte Harrison

| About this text | |
|--|--|
| Sometimes people change to fit in with a group. In this text, the author describes this process and explains how it affects society. | |
| Purpose for Reading | Vocabulary |
| To determine how an author develops a central idea about conformity to build our understanding about what makes people follow the crowd. | <p>Let's pronounce these words together as a class:</p> <p>Impel [im-pel] Individuality [in-duh-vij-oo-al-i-tee]</p> |

| PARTNER READING | DURING READING QUESTIONS |
|--|--|
| <p>[1] Conformity, or acting the way most other people in one's social group act, often grows out of a person's desire for security and belonging in a group — usually a group of similar age, culture, religion, or educational background. Being different from the group carries the risk of social rejection, a deep fear of many people. The drive to conform is often particularly powerful for adolescents, for whom acceptance by peers can be a primary goal, but it affects people of all ages. However, some studies suggest that conformity decreases with age.</p> <p>[2] Although the word often has a negative connotation, conformity is not necessarily a bad thing. People's tendency to conform helps society function smoothly in many ways. For example, when drivers follow the rules of the road, it enables safe transportation. If the members of a team conform to the norms of interpersonal interaction, they enable effective communication and collaboration.¹</p> <p>[3] Psychologist² Herbert Kelman identified and labeled three major types of conformity. The first, compliance, occurs when a person conforms publicly but privately keeps his or her own original beliefs. People comply because of a need for approval from others and a fear of rejection. The second, identification, is conforming to a particular person whom one respects, such as a friend or family member. Identification is usually motivated by the role model's perceived³ attractiveness or success. The third type of conformity, internalization, is when a person has actually absorbed a group's belief system and sees it as truly their own, both publicly and privately. This is the most profound⁴ type of conformity and is likely to stay with people for a long time.</p> | <p>Paragraph 1 Write: Define "conformity" in your own words.</p> <p>Paragraph 2 Turn & Talk: What are some other examples of how conformity helps society function smoothly?</p> <p>Paragraph 3 Write: Why is internalization "the most profound type of conformity"?</p> |

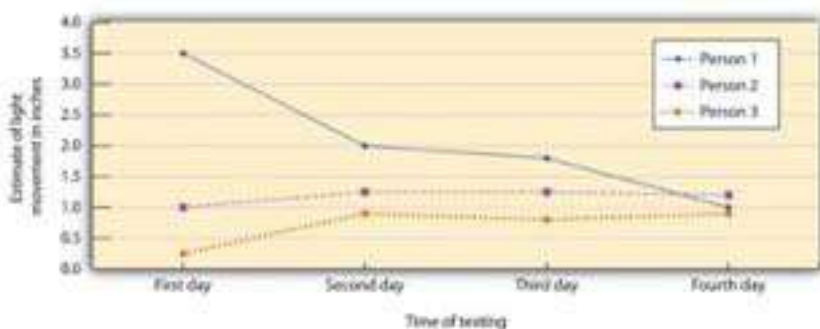
¹ **Collaboration** (noun): the act of working together
² **Psychologist** (noun): a scientist who studies the mind and human behavior
³ **Perceived** (adjective): believed, understood
⁴ **Profound** (adjective): intense or deep

[4] The strong force of conformity is well documented in psychological research. In 1936, a researcher named Muzafer Sherif hypothesized that people would change their opinions about something in order to conform to a larger group even if they were among strangers. To test this hypothesis, he designed an experiment which made use of the autokinetic effect.

[5] The *autokinetic effect* is caused by the fast, small movements of our eyes that happen as we look at a particular object. When a person is placed in a dark room that contains only a single small, stationary⁵ pinpoint of light, these eye movements produce an unusual effect: they make the point of light appear to move.

[6] In Sherif's experiment, he placed several people in a dark room one at a time and asked them to stare at a small dot of light 15 feet away. They were then asked to estimate the amount by which the dot of light moved (although it actually did not move at all). On that first day, each person saw different degrees of movement; sometimes their answers varied by as much as three inches. Sherif then had the subjects return each day for three more days to repeat the experiment. However, on the second, third, and fourth days, he would put three people in a room together to observe the dot and give their answers.

[7] Sherif observed that, over the course of the three trials in which the subjects sat together, their answers became more and more similar. On the final day, their answers settled around a common norm (see graphic below).⁶ Sherif concluded that this experiment demonstrated the way a norm develops in society, and how people tend to give up their **individuality** in order to conform to that norm. Few people desire to be an "outlier" whose opinion differs widely from what is typical in the group.



[8] Researchers have also explored the "dark side" of conformity. The need to be accepted and the fear of punishment for deviating from group norms can, in many cases, **impel** people to adopt negative attitudes or behaviors. A phenomenon called the "spiral of silence" can occur when one opinion becomes entirely socially dominant⁷ because those with other opinions are afraid to speak out. Human history is rife with examples of the destructive power of mass conformity.

Paragraphs 5-6

Turn & Talk: When Sherif asked his subjects how much the dot moved, what was the correct answer?

Paragraph 7

Write: How did the subjects in Sherif's experiment demonstrate conformity?

Graphic

Write: Based on the graphic, which person in this trial was most affected by social pressure? Explain.

Paragraph 8

Turn & Talk: What is one example of conformity making things worse in society? Explain your answer.

"Conformity" by Charlotte Harrison. Copyright © 2014 by CommonLit, Inc. This text is licensed under CC BY NC-SA 2.0.

⁵ **Stationary** (adjective): unmoving

⁶ Graphic and information from [The Many Varieties of Conformity](#) by Dr. Rajiv Jhangiani and Dr. Hammond Tarry is licensed under [CC BY-NC-SA 4.0](#).

⁷ **Dominant** (adjective): most important, powerful, or influential

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “Conformity.” *5 minutes*



1. Which of the following *best* describes the central idea of the text? **[RI.2]**
 - A. Societies can maintain order without any forms of conformity.
 - B. People conform in order to fit in based on societal pressure.
 - C. People who conform lack individual independence.
 - D. Conforming is a conscious decision people make.

2. Which of the following *best* explains the relationship between compliance, identification, and internalization? **[RI.3]**
 - A. Compliance, identification, and internalization are three types of conformity that range from most intense to least intense.
 - B. Compliance, identification, and internalization are three types of conformity that range from longest-lasting to shortest-lasting.
 - C. Compliance and identification occur when people begin to believe others’ ideas, while internalization occurs when people pretend to change their personal beliefs.
 - D. Compliance occurs when people pretend to change their personal beliefs, while identification and internalization occur when people begin to believe others’ ideas.

3. What theory was Muzafer Sherif testing in his experiment? **[RI.3]**
 - A. People will try to persuade others to accept a different point of view.
 - B. People will change their opinions to agree with others, even strangers.
 - C. People will change their opinions when their close acquaintances disagree.
 - D. People will always stand by their opinions when strangers disagree with them.

4. Based on paragraph 7, what is the *best* meaning of “norm”? **[RI.4]**
 - A. a fact that has been confirmed by evidence
 - B. a point about which there is disagreement
 - C. a point on which a group of people agrees
 - D. an idea that needs to be tested

5. How does paragraph 7 support the central idea of the text? **[RI.5]**
 - A. The experimental results reveal that people will conform even when they disagree with strangers.
 - B. The experimental results provide a counterargument to the author’s ideas about conformity.
 - C. Sherif’s experiment is an example of how scientists conform to popular scientific ideas.
 - D. Sherif’s experiment illustrates how difficult it is to test theories about conformity.



Independent Practice

Directions: Answer the short response prompt for “Conformity.” *15 minutes*

PROMPT: Do you agree with the following statement from paragraph 2: “conformity is not necessarily a bad thing”? Use evidence from the text and experiences from your life to support, challenge, or refine this claim. **[RI.5]**

Make sure your paragraph is complete by:

- starting with an argument that clearly answers the prompt
- including two pieces of evidence that support your argument
- explaining how your evidence supports your argument

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

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Directions: Discuss the questions with a partner. Record notes on both of your answers. Push yourselves to use formal language and evidence from the text. *5 minutes*



DISCUSSION RESOURCES

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

1. Why do you think people are so willing to give up their **individuality** and conform to a group?

2. **CROSS-TEXTUAL:** At the end of the story “Cheboygan Day,” how do you think Owen’s friends would have reacted if he had been more confident in standing up for Adele rather than simply conforming to their beliefs about her?

Name _____ Class _____

EXEMPLAR PARAGRAPH

Today's Goal

Write a complete paragraph that includes a sophisticated argument, evidence from two texts, and transitions that connect ideas. [W.1, W.2]

Today's Prompt

PROMPT: What role does conformity play in Brittany Allen's short story "Cheboygan Day"? [RL.2]

PART 1: Free Writing Journal Prompt

Directions: Answer the prompt. *10 minutes*



Prompt: There are benefits and risks to conforming. Write a journal response in which you explore the tension between following the crowd and standing apart from the crowd.

In your journal response, consider any of the following:

- Is it better to follow the crowd or stand apart from the crowd?
- Which side do you naturally lean toward: conformity or nonconformity?
- Are there certain situations in which you are more likely to conform or not conform?
- Are there times when you wish you would conform more to the group or stand more apart from the group?



PART 2: What Does a Model Paragraph Look Like?

Directions: Read the paragraph below. Then, follow this [link](#) to watch a three-minute video that explains what makes it strong. Afterwards, answer the questions. *10 minutes*

Prompt: Which type of conformity does Jason Kim experience in his memoir, “Hello, My Name Is ____”? [RL.2]

In Jason Kim’s memoir, he experiences the type of conformity known as internalization. According to Charlotte Harrison’s article “Conformity,” internalization is “when a person has actually absorbed a group’s belief system and sees it as truly their own, both publicly and privately” (Harrison 3). In other words, if you completely adopt the beliefs of a group, you have internalized their thinking as your own. Kim experiences this type of conformity after moving to the United States. Upon arriving in Missouri at age ten, Kim begins changing things to fit in. He explains, “I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my K-pop” (Kim 14). Kim conforms to the tastes of his new peers in order to fit in. However, he also adopts his peers’ culture at home: “At the dinner table...I stopped speaking Korean and I stopped eating Korean food” (Kim 15). This suggests that Kim has completely absorbed the values of his new American peers, both at school and in the privacy of his home. For this reason, this is a clear example of internalization.

1. What makes this a model paragraph?

2. Based on this model, what can you practice in your writing today?

PART 3: Independent Writing

Directions: Answer the short response prompt for “Cheboygan Day.” 15 minutes



PROMPT: What role does conformity play in Brittany Allen’s short story “Cheboygan Day”? In your response, use evidence from “Cheboygan Day” and Charlotte Harrison’s article “Conformity.” **[RL.2]**

PART 4: Check Your Work

Directions: Use the box below to check your work. *5 minutes*



Check Your Work

- [] Highlight your **ARGUMENT** in green.

Does your argument clearly answer all parts of the prompt? Yes No I'm Not Sure

Does your argument include sophisticated vocabulary? Yes No I'm Not Sure

- [] Highlight your **EVIDENCE** in yellow.

Do you have evidence from both texts? Yes No I'm Not Sure

- [] Highlight your **TRANSITION WORDS OR PHRASES** in red.

Do your transitions help your reader follow your ideas? Yes No I'm Not Sure

Go back and add any missing parts of your paragraph.

EXEMPLAR PARAGRAPH

Prompt: Which type of conformity does Jason Kim experience in his memoir, “Hello, My Name Is ____”? [RL.2]

A complex argument that answers the prompt

In Jason Kim’s memoir, he experiences the type of conformity known as **internalization**. According to Charlotte Harrison’s article “Conformity,” internalization is “when a person has actually absorbed a group’s belief system and sees it as truly their own, both publicly and privately” (Harrison 3). In other words, if you completely adopt the beliefs of a group, you have internalized their thinking as your own. Kim experiences this type of conformity after moving to the United States. Upon arriving in Missouri at age ten, Kim begins changing things to fit in. He explains, “I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my K-pop” (Kim 14). Kim conforms to the tastes of his new peers in order to fit in. However, he also adopts his peers’ culture at home: “At the dinner table...I stopped speaking Korean and I stopped eating Korean food” (Kim 15). This suggests that Kim has completely absorbed the values of his new American peers, both at school and in the privacy of his home. For this reason, this is a clear example of internalization.

Clear Transitions

Context before evidence

Explanations that connect back to the argument

Multiple pieces of evidence

Explanations that connect back to the argument

Name _____ Class _____

All Summer in a Day

Ray Bradbury

About this text

Ray Bradbury is an American author best known for science fiction, specifically his classic novel *Fahrenheit 451* and short stories that inspired multiple generations of writers and scientists. Bradbury also wrote memoirs, realistic fiction, plays, and screenplays. In this story, Bradbury explores the possible effects of living on another planet.

Purpose for Reading

To understand how character interactions develop a theme and to build our understanding about how being part of a crowd affects our behavior.

Vocabulary

Let's pronounce these words together as a class:

Resilient [ri-zil-yuhnt]

WHOLE CLASS READING

DURING READING QUESTIONS

[1] "Ready?"

[2] "Now?"

[3] "Soon."

[4] "Do the scientists really know? Will it happen today, will it?"

[5] "Look, look; see for yourself!"

[6] The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

[7] It rained.

[8] It had been raining for seven years; thousands upon thousands of days compounded¹ and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion² of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

[9] "It's stopping, it's stopping!"

[10] "Yes, yes!"

[11] Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out

Paragraph 8

A. Find Evidence: Underline two details that describe the rain on Venus.

B. Write: In your own words, describe the rain on Venus.

¹ **Compound** (verb): to combine or add together

² **Concussion** (noun): a violent shock as from a heavy blow

for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

[12] All day yesterday they had read in class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it.

I think the sun is a flower
That blooms for just one hour.

[14] That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

[15] "Aw, you didn't write that!" protested one of the boys.

[16] "I did," said Margot, "I did."

[17] "William!" said the teacher.

[18] But that was yesterday. Now the rain was slackening, and the children were crushed in the great thick windows.

[19] "Where's teacher?"

[20] "She'll be back."

[21] "She'd better hurry; we'll miss it!"

[22] They turned on themselves, like a feverish wheel, all tumbling spokes.

[23] Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

Paragraphs 9-11

Think & Share: What makes this particular day special for the children living on Venus?

Paragraph 23

Turn & Talk: What does this paragraph suggest about the reasons that Margot is "separate" from the other children?

PARTNER READING

[24] "What're you looking at?" said William.

[25] Margot said nothing.

[26] "Speak when you're spoken to." He gave her a shove. But she did not move; rather she let herself be moved only by him and nothing else. They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move as she watched the drenched windows.

[27] And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and

DURING READING QUESTIONS

had long since forgotten the color and heat of it and the way it really was. But Margot remembered.

[28] “It’s like a penny,” she said once, eyes closed.

[29] “No it’s not!” the children cried.

[30] “It’s like a fire,” she said, “in the stove.”

[31] “You’re lying, you don’t remember!” cried the children.

[32] But she remembered and stood quietly apart from all of them and watched the patterning windows. And once, a month ago, she had refused to shower in the school shower rooms, had clutched her hands to her ears and over her head, screaming the water mustn’t touch her head. So after that, dimly, dimly, she sensed it, she was different, and they knew her difference and kept away.

[33] There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated her for all these reasons of big and little consequence. They hated her pale snow face, her waiting silence, her thinness, and her possible future.

CHARACTER DEVELOPMENT: Paragraphs 27-33

Write: How do Margot’s past and “possible future” influence the way the other children treat her?

INDEPENDENT READING

DURING READING QUESTIONS

[34] “Get away!” The boy gave her another push. “What’re you waiting for?”

[35] Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

[36] “Well, don’t wait around here!” cried the boy savagely.³ “You won’t see nothing!”

[37] Her lips moved.

[38] “Nothing!” he cried. “It was all a joke, wasn’t it?” He turned to the other children. “Nothing’s happening today. Is it?”

[39] They all blinked at him and then, understanding, laughed and shook their heads. “Nothing, nothing!”

[40] “Oh, but,” Margot whispered, her eyes helpless. “But this is the day, the scientists predict, they say, they know, the sun...”

[41] “All a joke!” said the boy, and seized her roughly. “Hey, everyone, let’s put her in a closet before teacher comes!”

[42] “No,” said Margot, falling back.

[43] They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

[44] “Ready, children?” She glanced at her watch.

[45] “Yes!” said everyone.

[46] “Are we all here?”

³ **Savagely** (*adverb*): in an animal-like, violent way

[47] “Yes!”

[48] The rain slackened⁴ still more.

[49] They crowded to the huge door.

[50] The rain stopped.

[51] It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, second, ripped the film from the projector⁵ and inserted in its place a peaceful tropical slide⁶ which did not move or tremor. The world ground to a standstill. The silence was so immense and unbelievable that you felt your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came in to them.

[52] The sun came out.

[53] It was the color of flaming bronze and it was very large. And the sky around it was a blazing blue tile color. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling, into the springtime.

[54] “Now, don’t go too far,” called the teacher after them. “You’ve only two hours, you know. You wouldn’t want to get caught out!”

[55] But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

[56] “Oh, it’s better than the sunlamps, isn’t it?”

[57] “Much, much better!”

[58] They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously,⁷ even as you watched it. It was a nest of octopi, clustering up great arms of flesh-like weed, wavering, flowering this brief spring.

[59] It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink, and it was the color of the moon.

[60] The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them, **resilient** and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of all they squinted at the sun until the tears ran down their faces, they put their hands up to that yellowness and that amazing blueness and they breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savored⁸ everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles.

CHARACTER DEVELOPMENT: Paragraphs 34-47

Write: Why are the other children “smiling” after the incident?

Paragraph 51

A. Write: What is the rain on Venus compared to?

B. Write: What change is emphasized by comparing the emergence of the sun to “a peaceful tropical slide”?

CHARACTER DEVELOPMENT: Paragraph 60

Write: How does the sun affect the children?

⁴ **Slacken** (*verb*): to slow down or lessen in intensity

⁵ Movies that are recorded on physical film must be shown using a projector, which shines light through the film, allowing the image to be seen on a screen.

⁶ A slide is an individual image that can be displayed on a projector, similar to a slide in a PowerPoint presentation.

⁷ **Tumultuously** (*adverb*): in a confused, disorganized way

⁸ **Savor** (*verb*): to enjoy something completely

WHOLE CLASS READING
DURING READING QUESTIONS

[61] They ran for an hour and did not stop running.

[62] And then —

[63] In the midst of their running one of the girls wailed.

[64] Everyone stopped.

[65] The girl, standing in the open, held out her hand.

[66] “Oh, look, look,” she said trembling.

[67] They came slowly to look at her opened palm. In the center of it, cupped and huge, was a single raindrop.

[68] She began to cry, looking at it.

[69] They glanced quietly at the sky.

[70] “Oh. Oh.”

[71] A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cool around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

[72] A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran. Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash.

[73] They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.

[74] “Will it be seven more years?”

[75] “Yes. Seven.”

[76] Then one of them gave a little cry.

[77] “Margot!”

[78] “What?”

[79] “She’s still in the closet where we locked her.”

[80] “Margot.”

[81] They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other’s glances. Their faces were solemn⁹ and pale.

[82] They looked at their hands and feet, their faces down.

[83] “Margot.”

[84] One of the girls said, “Well...?” No one moved.

[85] “Go on,” whispered the girl.

[86] They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room in the sound of the storm and thunder,

CHARACTER DEVELOPMENT: Paragraphs 76-88

A. Write: Why can’t the children “meet each other’s glances”?

B. Poll the Class: At this moment, is it worse to be Margot or the rest of the children? Be prepared to defend your response.

- A. Margot
- B. The rest of the children

⁹ **Solemn** (*adjective*): serious, without cheer

lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it.

[87] Behind the closet door was only silence.

[88] They unlocked the door, even more slowly, and let Margot out.

“All Summer in a Day” by Ray Bradbury. Reprinted by permission of Don Congdon Associates, Inc. Copyright © 1954, renewed 1982 by Ray Bradbury.

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “All Summer in a Day.” 5 minutes



1. How do the other children regard Margot at the beginning of the story? **[RL.3]**
 - A. They admire Margot for being so unique.
 - B. They pity Margot for her sun-filled childhood.
 - C. They envy Margot for her unusual experiences.
 - D. They appreciate Margot for teaching them new things.

2. What does the phrase “like escaped animals from their caves” imply about the sun’s impact on the children? (Paragraph 60) **[RL.4]**
 - A. The sun makes the children violent.
 - B. The sun makes the children feel free.
 - C. The sun turns the children against each other.
 - D. The sun causes the children to understand Margot.

3. Why does the author describe the color of the landscape in paragraph 59? **[RL.4]**
 - A. to illustrate the way sun is harming Venus’s natural wonders
 - B. to illustrate the natural beauty that the rain creates on Venus
 - C. to illustrate that the children were right to hide Margot from the sun
 - D. to illustrate how the sun revealed the truth of life on Venus to the children

4. What does the author’s use of figurative language in paragraph 23 reveal about Margot? **[RL.4]**
 - A. Margot has become angry and violent from the lack of sun on Venus.
 - B. Margot has gained confidence and strength from her new home on Venus.
 - C. Margot has lost strength and energy because of the constant rain on Venus.
 - D. Margot has learned to overcome challenges and disappointments because of her life on Venus.

5. Which statement *best* expresses a theme of “All Summer in a Day”? **[RL.2]**
 - A. Following the crowd can lead to cruel actions that one will later regret.
 - B. Following the crowd can give people the courage to try new things.
 - C. Following the crowd can make people afraid to be independent.
 - D. Following the crowd can result in damage to the environment.



Independent Practice

Directions: Answer the short response prompt for “All Summer in a Day.” 15 minutes

PROMPT: How does the author use character change, the resolution, or literary devices to reveal theme in “All Summer in a Day”? **[RL.2]**

Make sure your paragraph is complete by:

- starting with an argument that clearly answers all parts of the prompt
- including two pieces of evidence that support your argument
- using transitions to help readers follow your ideas
- explaining how your evidence supports your argument

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Did you begin with an argument that clearly answers all parts of the prompt?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you include at least **two** pieces of evidence that support your argument?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you use transitions to help readers follow your ideas?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you explain how each piece of evidence supports your argument?
 - A. YES!
 - B. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record notes on both of your answers. Push yourselves to use formal language and evidence from the text. *5 minutes*



DISCUSSION RESOURCES

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

1. What do the children's actions toward Margot imply about what **impels** people to harm others?

2. Why do you think groups of people tend to mistreat those who stand out as **individuals**?

Name _____ Class _____

Unit 1 Narrative

PART 1: Narrative Prompt

Directions: Read the narrative prompt and review the Narrative Writing Checklist.



NARRATIVE PROMPT

You have read the short story “Cheboygan Day” by Brittany Allen. Select a scene and rewrite it from Adele’s perspective. [W.3]

Narrative Writing Checklist:

- ☐ Establish a problem, situation, and setting, and introduce characters and establish one or multiple point(s) of view.
- ☐ Use a variety of techniques to sequence events so that they build a coherent story.
- ☐ Use techniques such as dialogue, thoughts, reflection, pacing, description, and multiple plot lines to develop your narrative.
- ☐ Use precise words, telling details, and sensory language to create a vivid picture of events, setting, and characters.
- ☐ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved.
- ☐ Use correct pronouns to establish point of view (such as using I, me, or mine for first person point of view or she, her, or they for third person point of view).

PART 2: Drafting Your Narrative

Directions: Draft your narrative in the space provided. Be sure to respond to all parts of the prompt and use the Narrative Writing Checklist as you write.



Name _____ Class _____

Determining a Theme

Today's Goal

1. You will be able to identify the theme of a "All Summer in a Day."
2. You will learn what details to analyze when determining the theme of a literary text.

PART 1: Reviewing The Theme Reference Sheet

Directions: Use your reference sheet on theme to answer the four questions below. *10 minutes*



1. What is the definition of **theme**?

2. Review the theme statement about *The Wizard of Oz* on the student reference sheet. What are two things to remember when writing theme statements?

3. Review the section titled "How Do You Determine Theme?" In one sentence, describe the process for determining theme.

4. According to the reference sheet, what are three ways authors often reveal the theme?

PART 2: Determining a Theme

Directions: Write the title of the text you are analyzing in the space provided. Then, complete the guided steps to help you determine a theme for that text. *10 minutes*



Text Title

Step 1: Review Key Details From the Story

*To determine a theme, start by considering the ways authors often reveal theme, such as through **characterization**, the **resolution**, and **literary devices**.*

1. Did any **characters change** in the story? How?

2. How was the **conflict** in the story resolved?

3. Did you notice any important **literary devices**, such as symbols, metaphor, or repetition?

Step 2: Identify the Big Ideas
Identify 2-3 important big ideas in the story.

| | | | | |
|-------------|-------------|-----------------|-----------|----------------------------|
| Courage | Friendship | Family | Prejudice | Persistence |
| Love | Differences | Self-Acceptance | Struggle | Challenge |
| Forgiveness | Loss | Failure | Community | Greed |
| Nature | Commitment | Hope | Outsiders | [Your own big idea] |

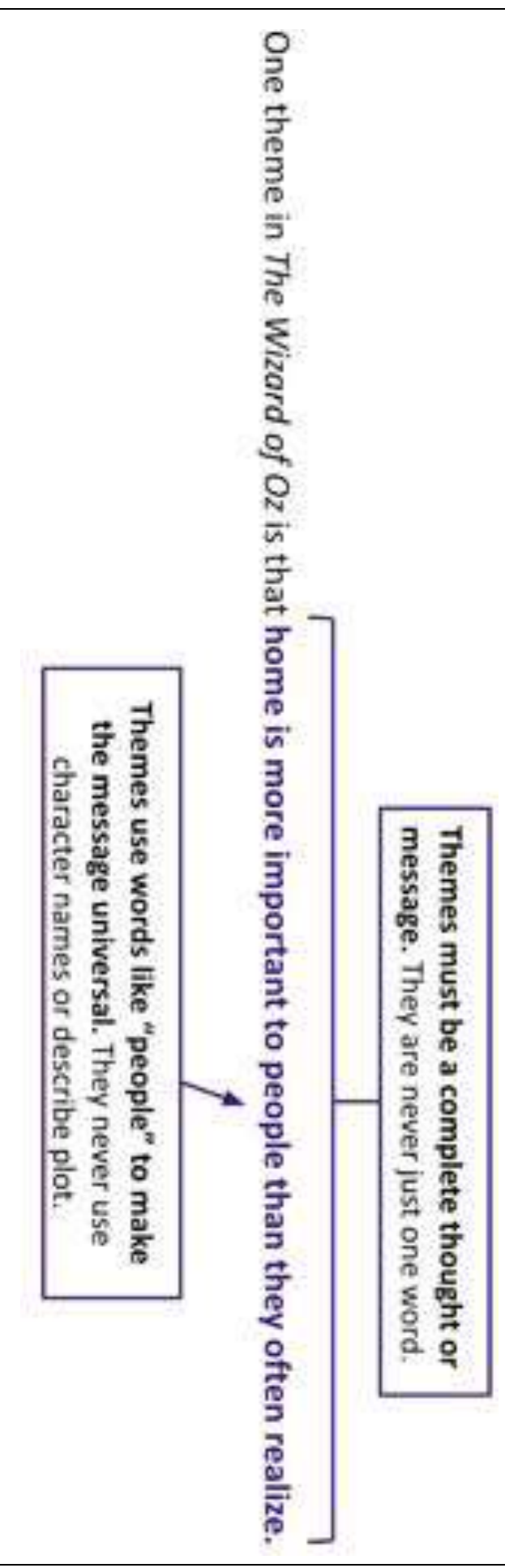
Step 3: Write the Theme Statement

What is the author's message about the big ideas? Try combining more than one big idea in your theme statement.

| | | |
|--|--|--|
| | | Theme Checklist: |
| | | <input type="checkbox"/> My theme is a complete thought <input type="checkbox"/> My theme does not use characters' names or describe the plot |

What is a THEME?

- A theme is the **universal message** in a story, poem, or other literary text.
- Example:



How to Determine a Theme

| | |
|---------------|---|
| Step 1 | Review Key Details from the text <ul style="list-style-type: none">● <i>Consider the ways authors often reveal theme:</i><ul style="list-style-type: none">○ <i>through characterization (especially character change)</i>○ <i>through the conflict and resolution</i>○ <i>through literary devices (such as symbols, metaphors, and repetition)</i> |
| Step 2 | Identify Big Ideas <ul style="list-style-type: none">● <i>Big ideas are the larger topics that a story is about.</i>● <i>Identify at least two big ideas found in the text.</i> |
| Step 3 | Write the Theme Statement <ul style="list-style-type: none">● <i>Ask yourself, “What is the author’s message about the big ideas?”</i>● <i>Combining more than one big idea often makes a stronger, more complex theme statement.</i> |

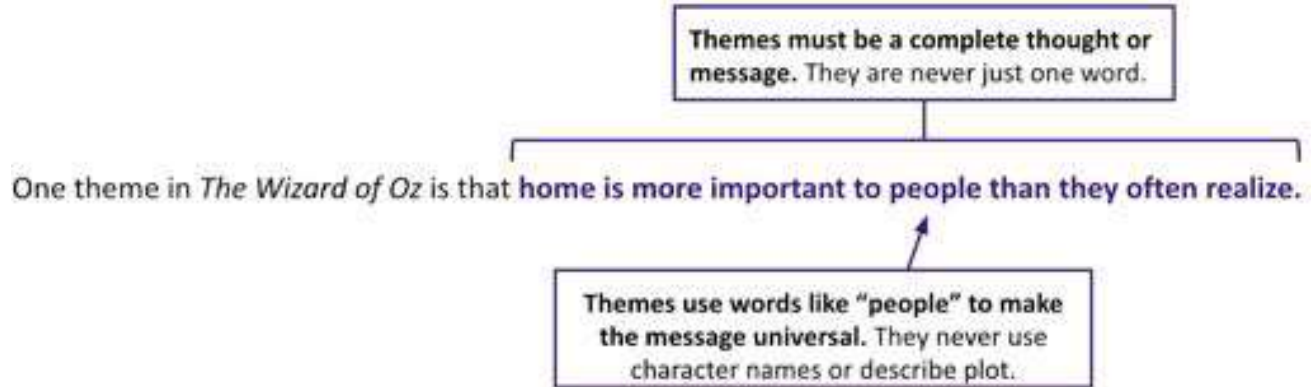
BIG IDEAS IN LITERATURE

| Courage | Friendship | Family |
|-------------|-----------------|----------|
| Prejudice | Persistence | Love |
| Differences | Self-Acceptance | Struggle |
| Challenges | Forgiveness | Loss |
| Failure | Community | Greed |
| Nature | Commitment | Hope |
| Outsiders | Freedom | Beauty |

THEME

What Is A Theme?

- A **theme** is the universal message in a story, poem, or other literary text.
- Example:



How Do You Determine Theme?

Step 1: Review key details from the text

- Consider the ways authors often reveal theme:
 - through **characterization** (especially character change)
 - through the **conflict** and **resolution**
 - through **literary devices** (such as symbols, metaphors, and repetition)

Step 2: Identify big ideas

- Big ideas are the larger topics that a story is about.
- Identify at least two big ideas found in the text.

Step 3: Write the theme statement

- Ask yourself, "What is the author's message about the big ideas?"
- Combining more than one big idea often makes a stronger, more complex theme statement.

Common Big Ideas in Literature

| | | | | |
|-------------|-------------|-----------------|-----------|----------------------------|
| Courage | Friendship | Family | Prejudice | Persistence |
| Love | Differences | Self-Acceptance | Struggle | Challenge |
| Forgiveness | Loss | Failure | Community | Greed |
| Nature | Commitment | Hope | Outsiders | [Your own big idea] |

Name _____ Class _____

The Lottery

Shirley Jackson

About this text

Shirley Jackson (1916-1965) was an American novelist and memoirist best known for her horror novel *The Haunting of Hill House* and “The Lottery,” one of the best-known and most frequently taught short stories in American literature.

Purpose for Reading

To understand how an author reveals a message about following the crowd by using the story’s setting and structure to foreshadow important events.

Vocabulary

Let’s pronounce these words together as a class:

Grave [greyv]
Ritual [rich-oo-uhl]

WHOLE CLASS READING

[1] The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o’clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th, but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o’clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

[2] The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play, and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix — the villagers pronounced this name “Dellacroy” — eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at the boys, and the very small children rolled in the dust or clung to the hands of their older brothers or sisters.

[3] Soon the men began to gather, surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother’s grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and

DURING READING QUESTIONS

SETTING: Paragraph 1

A. Think & Share: What does the imagery of the setting suggest about the village’s mood on lottery day?

B. Find Evidence: Underline two details that support the mood.

Paragraphs 2-3

Think & Share: Who attends the lottery?

Bobby came quickly and took his place between his father and his oldest brother. [4] The lottery was conducted — as were the square dances, the teen club, the Halloween program — by Mr. Summers, who had time and energy to devote to civic¹ activities. He was a round-faced, jovial² man and he ran the coal business, and people were sorry for him because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. “Little late today, folks.” The postmaster, Mr. Graves, followed him, carrying a three-legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool, and when Mr. Summers said, “Some of you fellows want to give me a hand?” there was a hesitation before two men, Mr. Martin and his oldest son, Baxter, came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

SETTING: Paragraph 4

Turn & Talk: How do Mr. Summers’ other duties reinforce the mood of the setting?

PARTNER READING

DURING READING QUESTIONS

[5] The original paraphernalia³ for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything’s being done. The black box grew shabbier each year; by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

[6] Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the **ritual** had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers’ coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves’s barn and another year underfoot in the post office, and sometimes it was set on a shelf in the Martin grocery and left there.

[7] There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up — of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official⁴ of the lottery; at one time, some people remembered, there had been a **recital** of some sort, performed by the official of the lottery, a perfunctory, tuneless chant that

¹ **Civic** (*adjective*): having to do with local (town, city, village) activities or government

² **Jovial** (*adjective*): very cheerful

³ **Paraphernalia** (*noun*): the equipment needed for a particular activity

⁴ **Official** (*noun*): a person holding public office or having important duties at a particular event

had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the **ritual** had been allowed to lapse.⁵ There had been, also, a **ritual** salute, which the official of the lottery had had to use in addressing each person who came up to draw from the box,⁶ but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Paragraphs 5-7

A. Write: The villagers did not like “to upset even as much tradition as was represented by the black box” (5). What does this mean?

B. Write: How does this contrast with the way the villagers have treated other parts of the lottery?

INDEPENDENT READING

[8] Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. “Clean forgot what day it was,” she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. “Thought my old man was out back stacking wood,” Mrs. Hutchinson went on, “and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running.” She dried her hands on her apron, and Mrs. Delacroix said, “You’re in time, though. They’re still talking away up there.”

[9] Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through; two or three people said, in voices just loud enough to be heard across the crowd, “Here comes your Missus, Hutchinson,” and “Bill, she made it after all.” Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully, “Thought we were going to have to get on without you, Tessie.” Mrs. Hutchinson said, grinning, “Wouldn’t have me leave m’dishes in the sink, now would you, Joe?” and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson’s arrival.

[10] “Well, now,” Mr. Summers said soberly, “guess we better get started, get this over with, so’s we can go back to work. Anybody ain’t here?”

[11] “Dunbar,” several people said. “Dunbar. Dunbar.”

[12] Mr. Summers consulted his list. “Clyde Dunbar,” he said. “That’s right. He’s broke his leg, hasn’t he? Who’s drawing for him?”

[13] “Me, I guess,” a woman said, and Mr. Summers turned to look at her. “Wife draws for her husband,” Mr. Summers said. “Don’t you have a grown boy to do it for you, Janey?” Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited with an expression of polite interest while Mrs. Dunbar answered.

[14] “Horace’s not but sixteen yet,” Mrs. Dunbar said regretfully. “Guess I gotta fill in for the old man this year.”

⁵ **Lapse** (*verb*): to come slowly to an end; to run out (such as a lease or contract)

⁶ To “draw from the box” means to pull out one of the slips of paper that are contained inside it.

DURING READING QUESTIONS

Paragraphs 8-9

Write: How does Tessie Hutchinson act as she approaches the others at the lottery?

[15] “Right,” Mr. Summers said. He made a note on the list he was holding. Then he asked, “Watson boy drawing this year?”

[16] A tall boy in the crowd raised his hand. “Here,” he said. “I’m drawing for m’mother and me.” He blinked his eyes nervously and ducked his head as several voices in the crowd said things like “Good fellow, Jack,” and “Glad to see your mother’s got a man to do it.”

[17] “Well,” Mr. Summers said, “guess that’s everyone. Old Man Warner make it?”

[18] “Here,” a voice said, and Mr. Summers nodded.

[19] A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. “All ready?” he called. “Now, I’ll read the names — heads of families first — and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?”

[20] The people had done it so many times that they only half listened to the directions; most of them were quiet, wetting their lips, not looking around. Then Mr. Summers raised one hand high and said, “Adams.” A man disengaged himself from the crowd and came forward. “Hi, Steve,” Mr. Summers said, and Mr. Adams said. “Hi, Joe.” They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it firmly by one corner as he turned and went hastily back to his place in the crowd, where he stood a little apart from his family, not looking down at his hand.

[21] “Allen,” Mr. Summers said. “Anderson... Bentham.”

[22] “Seems like there’s no time at all between lotteries any more,” Mrs. Delacroix said to Mrs. Graves in the back row. “Seems like we got through with the last one only last week.”

[23] “Time sure goes fast,” Mrs. Graves said.

[24] “Clark... Delacroix.”

[25] “There goes my old man,” Mrs. Delacroix said. She held her breath while her husband went forward.

[26] “Dunbar,” Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said, “Go on, Janey,” and another said, “There she goes.”

[27] “We’re next,” Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers **gravely**, and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hands, turning them over and over nervously. Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

[28] “Harburt... Hutchinson.”

[29] “Get up there, Bill,” Mrs. Hutchinson said, and the people near her laughed.

[30] “Jones.”

[31] “They do say,” Mr. Adams said to Old Man Warner, who stood next to him, “that over in the north village they’re talking of giving up the lottery.”

[32] Old Man Warner snorted. “Pack of crazy fools,” he said. “Listening to the young folks, nothing’s good enough for them. Next thing you know, they’ll be wanting to go back to living in caves, nobody work any more, live that way for a while. Used to be a saying about ‘Lottery in June, corn be heavy soon.’ First thing

Paragraphs 12-16

Find Evidence: Underline two pieces of evidence that reveal how Mrs. Dunbar and the Watson boy feel about drawing for their families.

Paragraphs 20-27

Write: In your own words, summarize how the villagers feel about taking papers from the box.

Paragraphs 28-29

Write: How does Tessie Hutchinson’s attitude differ from the other villagers?

you know, we'd all be eating stewed chickweed and acorns. There's always been a lottery," he added petulantly.⁷ "Bad enough to see young Joe Summers up there joking with everybody."

[33] "Some places have already quit lotteries," Mrs. Adams said.

[34] "Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

[35] "Martin." And Bobby Martin watched his father go forward. "Overdyke... Percy."

[36] "I wish they'd hurry," Mrs. Dunbar said to her older son. "I wish they'd hurry."

[37] "They're almost through," her son said.

[38] "You get ready to run tell Dad," Mrs. Dunbar said.

[39] Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, "Warner."

[40] "Seventy-seventh year I been in the lottery," Old Man Warner said as he went through the crowd. "Seventy-seventh time."

[41] "Watson." The tall boy came awkwardly through the crowd. Someone said, "Don't be nervous, Jack," and Mr. Summers said, "Take your time, son."

[42] "Zanini."

Paragraphs 31-34

Write: What does the dialogue between Old Man Warner and the Adamses reveal about the village's values?

WHOLE CLASS READING

[43] After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, "All right, fellows." For a minute, no one moved, and then all the slips of paper were opened. Suddenly, all the women began to speak at once, saying, "Who is it?", "Who's got it?", "Is it the Dunbars?", "Is it the Watsons?" Then the voices began to say, "It's Hutchinson. It's Bill." "Bill Hutchinson's got it."

[44] "Go tell your father," Mrs. Dunbar said to her older son.

[45] People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers, "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

[46] "Be a good sport, Tessie," Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance."

[47] "Shut up, Tessie," Bill Hutchinson said.

[48] "Well, everyone," Mr. Summers said, "that was done pretty fast, and now we've got to be hurrying a little more to get done in time." He consulted his next list. "Bill," he said, "you draw for the Hutchinson family. You got any other households in the Hutchinsons?"

[49] "There's Don and Eva," Mrs. Hutchinson yelled. "Make them take their chance!"

[50] "Daughters draw with their husbands' families, Tessie," Mr. Summers said gently. "You know that as well as anyone else."

DURING READING QUESTIONS

⁷ **Petulantly** (*adverb*): done in a sulky, bad-tempered way; often used to describe children

[51] "It wasn't fair," Tessie said.

[52] "I guess not, Joe," Bill Hutchinson said regretfully. "My daughter draws with her husband's family, that's only fair. And I've got no other family except the kids."

[53] "Then, as far as drawing for families is concerned, it's you," Mr. Summers said in explanation, "and as far as drawing for households is concerned, that's you, too. Right?"

[54] "Right," Bill Hutchinson said.

[55] "How many kids, Bill?" Mr. Summers asked formally.

[56] "Three," Bill Hutchinson said. "There's Bill, Jr., and Nancy, and little Dave. And Tessie and me."

[57] "All right, then," Mr. Summers said. "Harry, you got their tickets back?"

[58] Mr. Graves nodded and held up the slips of paper. "Put them in the box, then," Mr. Summers directed. "Take Bill's and put it in."

[59] "I think we ought to start over," Mrs. Hutchinson said, as quietly as she could. "I tell you it wasn't fair. You didn't give him time enough to choose. Everybody saw that."

[60] Mr. Graves had selected the five slips and put them in the box, and he dropped all the papers but those onto the ground, where the breeze caught them and lifted them off.

[61] "Listen, everybody," Mrs. Hutchinson was saying to the people around her.

[62] "Ready, Bill?" Mr. Summers asked, and Bill Hutchinson, with one quick glance around at his wife and children, nodded.

[63] "Remember," Mr. Summers said, "take the slips and keep them folded until each person has taken one. Harry, you help little Dave." Mr. Graves took the hand of the little boy, who came willingly with him up to the box. "Take a paper out of the box, Davy," Mr. Summers said. Davy put his hand into the box and laughed. "Take just one paper," Mr. Summers said. "Harry, you hold it for him." Mr. Graves took the child's hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

[64] "Nancy next," Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward, switching her skirt, and took a slip daintily from the box. "Bill, Jr.," Mr. Summers said, and Billy, his face red and his feet over-large, nearly knocked the box over as he got a paper out. "Tessie," Mr. Summers said. She hesitated for a minute, looking around defiantly, and then set her lips and went up to the box. She snatched a paper out and held it behind her.

[65] "Bill," Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

[66] The crowd was quiet. A girl whispered, "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd.

[67] "It's not the way it used to be," Old Man Warner said clearly. "People ain't the way they used to be."

[68] "All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's."

[69] Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill, Jr., opened theirs at the same time, and both beamed and laughed, turning

Paragraphs 43-59

A. Think & Share: How does Tessie's reaction affect readers?

B. Poll the Class: Is being selected for the lottery good or bad? Be prepared to defend your response.

- A. Good
- B. Bad

around to the crowd and holding their slips of paper above their heads.

[70] “Tessie,” Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

[71] “It’s Tessie,” Mr. Summers said, and his voice was hushed. “Show us her paper, Bill.”

[72] Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up, and there was a stir in the crowd.

[73] “All right, folks,” Mr. Summers said, “let’s finish quickly.”

[74] Although the villagers had forgotten the **ritual** and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Mrs. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. “Come on,” she said. “Hurry up.”

[75] Mrs. Dunbar had small stones in both hands, and she said, gasping for breath, “I can’t run at all. You’ll have to go ahead and I’ll catch up with you.”

[76] The children had stones already. And someone gave little Davy Hutchinson a few pebbles.

[77] Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. “It isn’t fair,” she said. A stone hit her on the side of the head.

[78] Old Man Warner was saying, “Come on, come on, everyone.” Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

[79] “It isn’t fair, it isn’t right,” Mrs. Hutchinson screamed, and then they were upon her.

Paragraphs 74-79

A. Think & Share: What happens to the person who gets selected through the lottery?

B. Turn & Talk: Why do you think the villagers continue to participate in this **ritual**?

“The Lottery” from THE LOTTERY by Shirley Jackson. Copyright © 1948, 1949 by Shirley Jackson. Copyright renewed 1976, 1977 by Laurence Hyman, Barry Hyman, Mrs. Sarah Webster and Mrs. Joanne Schnurer. Used by permission of Farrar, Straus and Giroux. Users are warned that this work is protected under copyright laws. The right to reproduce or transfer the work via any medium must be secured with Farrar, Straus and Giroux.

Further Analysis Questions

Directions: Complete the questions with a partner or independently. Be prepared to discuss your answers with your class. *10 minutes*



1. **SETTING:** Refer back to paragraph 1. Now that you know how the story ends, what seems odd about the first paragraph?

2. **FORESHADOWING:** What details about the villagers' behavior in paragraphs 2-4 foreshadow the outcome of the lottery?

3. Why do you think the children are so casual and playful about collecting the stones that they know will be used to kill one of their neighbors later in the day?

4. **FORESHADOWING:** "There was a general sigh through the crowd" when the villagers realized that little Dave Hutchinson had been **spared** from the lottery (69). What does this reveal about the villagers' feelings at this moment?

5. What message do you think the author is conveying by making Tessie the only **individual** to state that this tradition is wrong?

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “The Lottery.” 5 minutes



1. What is the villagers’ attitude toward their traditions? **[RL.3]**
 - A. The villagers value traditions and try to keep them going.
 - B. The villagers learn their traditions but do not continue them.
 - C. The villagers ignore traditions and do things however they wish.
 - D. The villagers question traditions and how they relate to modern life.

2. Why does the author group the lottery in with “square dances, the teen club, [and] the Halloween program”? (Paragraph 4) **[RL.4]**
 - A. to show readers that the village views the lottery as threatening
 - B. to show readers that the village only allows young people to participate in the lottery
 - C. to show readers that the village does not enjoy participating in the lottery
 - D. to show readers that the village treats the lottery like any other town event

3. Which piece of evidence *best* supports the idea that the villagers want their children to continue the lottery? **[RL.1]**
 - A. “The girls stood aside, talking among themselves, looking over their shoulders at the boys, and the very small children rolled in the dust.” (Paragraph 2)
 - B. “‘Seventy-seventh year I been in the lottery,’ Old Man Warner said as he went through the crowd. ‘Seventy-seventh time.’” (Paragraph 40)
 - C. “The crowd was quiet. A girl whispered, ‘I hope it’s not Nancy,’ and the sound of the whisper reached the edges of the crowd.” (Paragraph 66)
 - D. “The children had stones already. And someone gave little Davy Hutchinson a few pebbles.” (Paragraph 76)

4. What do Mr. Summers’ and Mr. Adams’ “humorless” smiles reveal about the village’s attitude toward the lottery? (Paragraph 20) **[RL.4]**
 - A. The village is uncertain about the truth of the lottery.
 - B. The village is aware of the horror of the lottery and they ignore it.
 - C. The village has a secret plan to disrupt and change the continuation of the lottery.
 - D. The village openly discusses their problems and concerns with the lottery tradition.

5. Which statement is a theme of “The Lottery”? **[RL.2]**
 - A. Blindly following traditions can build awareness of a community’s flaws.
 - B. Blindly following traditions can create change and improvements.
 - C. Blindly following traditions can have disastrous consequences.
 - D. Blindly following traditions can strengthen a community.



Independent Practice

Directions: Answer the short response prompt for “The Lottery.” 15 minutes

PROMPT: You have just read “The Lottery” by Shirley Jackson. How does the foreshadowing in “The Lottery” affect readers? Use textual evidence to support your response. **[RL.5]**

Make sure your paragraph is complete by:

- starting with an argument that clearly answers all parts of the prompt
- including two pieces of evidence that support your argument
- using transitions to help readers follow your ideas
- explaining how your evidence supports your argument

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Did you begin with an argument that clearly answers all parts of the prompt?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you include at least **two** pieces of evidence that support your argument?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you use transitions to help readers follow your ideas?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you explain how each piece of evidence supports your argument?
 - A. YES!
 - B. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record notes on both of your answers. Push yourselves to use formal language and evidence from the text. *5 minutes*



DISCUSSION RESOURCES

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

1. **CROSS-TEXTUAL:** Tessie from “The Lottery” and Margot from “All Summer in a Day” both stand out as **individuals** at different parts of each story. How are other characters’ reactions to Tessie and Margot similar? How are they different?

2. **CROSS-TEXTUAL:** What role does conformity play in the continuation of the lottery?

3. **CROSS-TEXTUAL:** Who do you think will be more **resilient** after the events of the story: the children from “All Summer in a Day” or the villagers from “The Lottery”? Why?

Name _____ Class _____

The Dangers of Tradition

Bakari Bosa

About this text

Bakari Bosa discusses how traditions work in society and sometimes continue despite putting people in danger.

Purpose for Reading

To understand why people follow traditions they may not understand and the potential dangers of doing so, and apply this understanding to "The Lottery."

Vocabulary

Let's pronounce these words together as a class:

Critical [**k**rit-i-kuhl]
Humiliate [hyoo-**mil**-ee-eyt]
Ritual [**rich**-oo-uhl]

PARTNER READING

[1] I recently read a story:

[2] *A young girl is in the kitchen with her mother and they're about to cook a pot roast, using a recipe that's been handed down from one generation to another. The first step is to cut the ends off the roast. The young girl wants to know why. The mother tells her "It's just tradition." She's unsatisfied with that answer, so when she visits her grandma a week later, she asks her the same question. "It's tradition," her grandma says. "That's the way my mother always did it." So after all this, the girl gets a chance to visit her great-grandmother. She's excited about putting the question to Grammie and so, even before she's taken her coat off she asks: "Grammie, why cut the ends off the roast first before cooking it?" Her great-grandmother looks at her and smiles, saying, "When I first wrote the recipe, my pan was too small to fit the entire roast."*

[3] I like the story because it highlights how, at times, the things that we hold dear, that we consider traditions, can be rooted in groundless ideas. Yet despite this, society relies on convention,¹ and traditions are a key part of these conventions — many of them without any real rhyme or reason. Think about everyone in a courtroom standing when the judge enters, or if it really makes a difference whether that judge gets to slam their gavel against a sound block² to end the court session. Think of some of the things that we take for granted, like throwing our caps into the air during a graduation ceremony, installing a dead fir tree in our homes for a couple of weeks in December, or secretly exchanging a child's lost teeth for a quarter or two. Ask yourself why we do these things. Better yet, ask Grammie.

DURING READING QUESTIONS

Paragraphs 1-3

Write: What does the author want readers to question?

¹ **Convention** (*noun*): a familiar way in which something is usually done

² A judge sometimes hits a gavel, or a small mallet, against a piece of wood, known as a sound block, during a court session.

But what is tradition really?

[4] Traditions are beliefs and practices passed down within a group or society. Tradition alone isn't a bad or worthless idea. Traditions help reinforce values. Some say they represent a **critical** aspect of our culture and form the structure and foundation of our society by connecting us to history and bringing people together. Maybe throwing our caps into the air doesn't just make us happy; it also makes us believe we are connected to all those graduates that have gone before us, and those that will come after us.

[5] Still, the fact remains that we often follow traditions without question, and while there are many worthwhile traditions, there are some that connect us to history and culture at the risk and detriment³ of others. This is when reverence for tradition can become a dangerous thing.

Dangerous traditions

[6] There are many dangerous traditions that continue to be practiced today.

[7] Here are just a few examples:

The Running of the Bulls

[8] The Running of the Bulls takes place every year in Pamplona, Spain, during the nine-day festival of Sanfermines. During the second week in July, a group of cattle is let loose on a closed course⁴ on the town's streets. Hundreds of people run ahead of the cattle, trying their best not to be trampled. The tradition dates back to the 14th century: when cattle were being transported to the market, people would hurry them along by running with them and creating a frenzy.⁵ It then became a tradition. But every year, over 200 people are injured during the Running of the Bulls, and since 1925, over a dozen people have died.

Hazing

[9] Hazing is the **ritual** of **humiliating** others as part of an initiation into an exclusive group. People sometimes make those wishing to join their organization run simple errands, but they have also been known to subject candidates to extreme forms of abuse. People "pledging" to join college fraternities and sororities have been bound and blindfolded, beaten, and forced to drink alcohol to the point of poisoning — all in the name of tradition and **ritual**, something that every member has had to go through.

[10] The effects of hazing can be consequential. They can include both physical and mental trauma,⁶ hospitalization, or even death. According to Franklin College journalism professor Hank Nuwer, there have been over 200 university hazing deaths since 1838, with 40 deaths taking place between 2007 and 2017. Most of these deaths were alcohol-related.

Land Diving

[11] Every spring, in the Republic of Vanuatu, an island country in the South Pacific Ocean, men participate in land diving, one of the most dangerous ceremonies in the world. The men jump off ninety-foot-high wooden towers with two tree vines wrapped around their ankles. They dive headfirst towards the ground, hoping that the vines will stop their fall just before impact.

Paragraphs 4-5

Write: In your own words, describe the two sides of tradition.

Paragraph 8

Write: How did the Running of the Bulls become a tradition?

³ **Detriment** (*noun*): the state of being harmed or damaged

⁴ a public area temporarily closed off for a racing event

⁵ **Frenzy** (*noun*): a state or period of uncontrolled excitement or wild behavior

⁶ emotional shock following a stressful event; mental trauma may have long-term effects.

[12] The tradition is said to have come from a woman who did it to escape her abusive husband. Women used to perform this annual **ritual** in honor of her, but the ceremony was eventually taken over by men. Today, the land diving **ritual** is related to the annual yam⁷ harvest. A good dive is said to ensure that there will be a good harvest. For the young, it is a rite of passage.⁸ Boys can start as early as eight years old, with the highest plank reserved for the most experienced divers.

[13] Land diving has resulted in its fair share of deaths and injuries. Before diving, the men usually settle any unfinished business and disputes they might have. Famously, during a 1974 visit to Vanuatu, Queen Elizabeth of England witnessed a land diving ceremony performed in her honor. Unfortunately, one man lost his life when the vines snapped.

When is enough *enough*?

[14] Should the likes of land diving and hazing be allowed to continue? Sometimes governments ban traditions that they consider harmful. For instance, many local governments in the United States have made it illegal for residents to set off fireworks in their yards or in the streets outside their homes on the Fourth of July. Every year, this traditional celebration leads to fires, injuries, and even deaths. These bans are meant to promote public safety.

[15] But a government can also ban traditions for darker reasons. In the 1800s, England ruled over Ireland, a rule that many Irish disliked and fought against. The Irish used a common local plant, the shamrock, as a symbol of their national identity and their longing to be free. Queen Victoria of England banned all soldiers in her armies — including those who came from Ireland — from wearing a traditional shamrock on their hats on St. Patrick's Day. This ban was a way of reinforcing⁹ her power over people who did not want her as their ruler. It was just one of the many ways in which England repressed¹⁰ the voice of the Irish during that time.

[16] So who should decide whether a tradition is harmful and needs to stop? Perhaps it is up to each person to question the traditions they follow and determine whether they do more harm than good.

Paragraphs 9-13

Write: How is land diving similar to fraternity hazing?

Paragraphs 14-16

A. Write: What are the positive and negative effects of banning traditions?

B. Turn & Talk: Do you agree with the author's final statement? Be prepared to defend your response.

- A. Agree
- B. Disagree

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⁷ a plant similar to a sweet potato

⁸ a ceremony or event marking an important stage in someone's life

⁹ **Reinforce** (*verb*): to strengthen or support

¹⁰ **Repress** (*verb*): to hold back or prevent the expression or development of something

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “The Dangers of Tradition.” 5 minutes



1. Which statement *best* expresses the central idea in the text? **[RI.2]**
 - A. Most traditions are dangerous and should be banned.
 - B. Some traditions are dangerous and should be questioned.
 - C. Most traditions are no longer applicable to modern day life.
 - D. Some traditions are too important to society to be questioned.

2. How does paragraph 2 contribute to the development of the central idea? **[RI.5]**
 - A. It shows that some traditions last for generations while others fade.
 - B. It shows that family traditions have higher value than societal traditions.
 - C. It shows that family traditions create lasting connections between generations.
 - D. It shows that people sometimes follow traditions without understanding them.

3. Which term best defines “consequential” as it is used in paragraph 10? **[RI.4]**
 - A. serious
 - B. insufficient
 - C. memorable
 - D. confidential

4. How does paragraph 15 refine the central idea of the article? **[RI.5]**
 - A. by supporting a government’s right to ban harmful traditions
 - B. by demonstrating how banning a tradition can harm parts of a society
 - C. by illustrating that certain traditions can uphold government institutions
 - D. by demonstrating why some traditions should be banned by the government

Independent Practice

Directions: Answer the short response prompt for “The Dangers of Tradition.” *15 minutes*



PROMPT: What motivated the villagers in Shirley Jackson’s “The Lottery” to continue their deadly tradition? Use ideas from Bakari Bosa’s “The Dangers of Tradition” to help explain their motivation. **[RL.3]**

Make sure your paragraph is complete by:

- starting with an argument that clearly answers all parts of the prompt
- including evidence from each text listed in the prompt
- using transitions to help readers follow your ideas
- explaining how your evidence supports your argument

CHECKLIST FOR WRITING A COMPLETE PARAGRAPH:

- ☐ Did you begin with an argument that clearly answers all parts of the prompt?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you include evidence from each text listed in the prompt?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you use transitions to help readers follow your ideas?
 - A. YES!
 - B. No, I will go back and add that.
- ☐ Did you explain how each piece of evidence supports your argument?
 - A. YES!
 - B. No, I will go back and add that.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record notes on both of your answers. Push yourselves to use formal language and evidence from the text. *5 minutes*



DISCUSSION RESOURCES

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

1. **CROSS-TEXTUAL:** What does conformity have to do with following tradition?

2. When someone breaks with tradition, do you see that as bold **individualism** or a **humiliating** mistake?

Name _____ Class _____

Writing a Strong Argument

Today's Goal

Learn how to write strong arguments that are clear, specific, and concise. [W.2]

PART 1: Evaluating Sample Student Arguments

Directions: Review the example prompt. Then, evaluate the strengths and weaknesses of four arguments. *5 minutes*



PROMPT: Explain how Ray Bradbury's "All Summer in a Day" illustrates the danger of conformity. [RL.2]

Argument 1: The events in Ray Bradbury's "All Summer in a Day" illustrate the danger of conformity.

- This argument only summarizes the plot.
- This argument only restates the prompt.
- This argument skips right to the evidence.
- This is a strong argument.

Argument 2: In Ray Bradbury's "All Summer in a Day," the characters live on Venus where the sun appears only once every seven years. This causes a lot of problems.

- This argument only summarizes the plot.
- This argument only restates the prompt.
- This argument skips right to the evidence.
- This is a strong argument.

Argument 3: "All Summer in a Day" illustrates the dangers of conformity because a group of children traumatize the only person who does not conform to the group's expectations.

- This argument only summarizes the plot.
- This argument only restates the prompt.
- This argument skips right to the evidence.
- This is a strong argument.

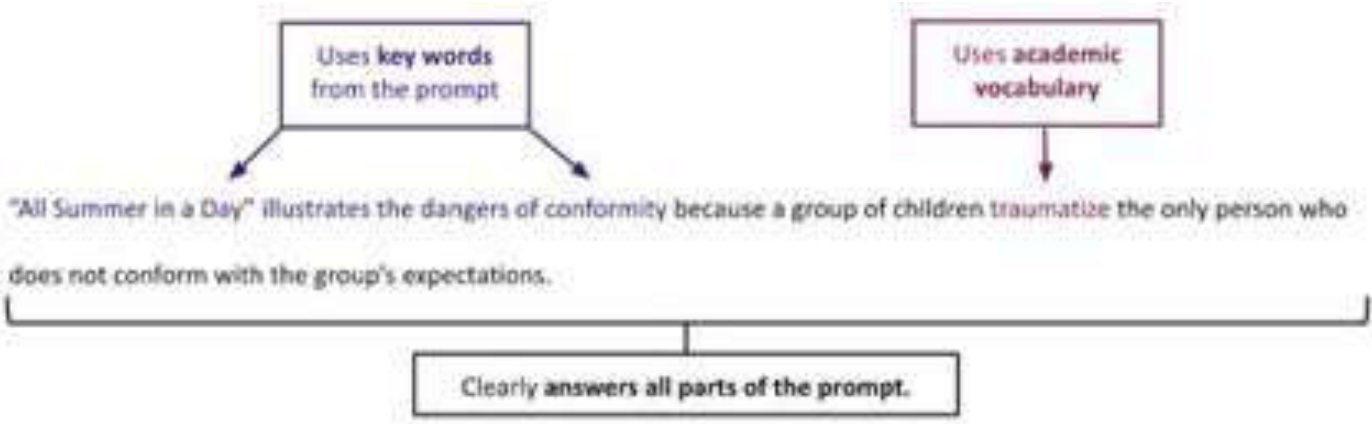
Argument 4: In "All Summer in a Day" by Ray Bradbury, the children single out Margot because "she was different, and they knew her difference and kept away" (32).

- This argument only summarizes the plot.
- This argument only restates the prompt.
- This argument skips right to the evidence.
- This is a strong argument.



PART 2: Practice Writing Strong Arguments

Directions: Review the definition and example of a strong argument. Then, write two arguments using the example as a guide. *10 minutes*

| Strong Arguments |
|--|
| <ul style="list-style-type: none"> Clearly answer all parts of the prompt Use key words from the prompt Use academic vocabulary Can be one or two sentences in length |
| Strong Argument Example |
| <p>Prompt: Explain how Ray Bradbury’s “All Summer in a Day” illustrates the danger of conformity. [RL.2]</p> <div style="text-align: center; margin-top: 20px;">  <p>The diagram shows a sample argument sentence: "All Summer in a Day" illustrates the dangers of conformity because a group of children traumatize the only person who does not conform with the group's expectations. Three callout boxes point to specific parts of the sentence: "Uses key words from the prompt" points to "dangers of conformity"; "Uses academic vocabulary" points to "traumatize"; and "Clearly answers all parts of the prompt." points to the entire sentence.</p> </div> |

1. **Practice Prompt:** How does “The Lottery” by Shirley Jackson demonstrate the danger of traditions?

| | |
|--|--|
| | <p>Checklist For Strong Arguments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly answers all parts of the prompt <input type="checkbox"/> Uses key words from the prompt <input type="checkbox"/> Uses academic vocabulary <input type="checkbox"/> Is one to two sentences |
|--|--|

2. **Practice Prompt:** How are traditions an example of conformity?

| | |
|--|---|
| | Checklist For Strong Arguments: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly answers all parts of the prompt <input type="checkbox"/> Uses key words from the prompt <input type="checkbox"/> Uses academic vocabulary <input type="checkbox"/> Is one to two sentences |
|--|---|

PART 3: Independent Practice

Directions: Write a strong argument in response to the provided prompt. *5 minutes*



Practice Prompt: In “The Dangers of Tradition,” Bakari Bosa argues, “Perhaps it is up to each person to question the traditions they follow and determine whether they do more harm than good.” Explain how the “The Lottery” by Shirley Jackson supports or challenges this statement.

| | |
|--|---|
| | Checklist For Strong Arguments: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly answers all parts of the prompt <input type="checkbox"/> Uses key words from the prompt <input type="checkbox"/> Uses academic vocabulary <input type="checkbox"/> Is one to two sentences |
|--|---|

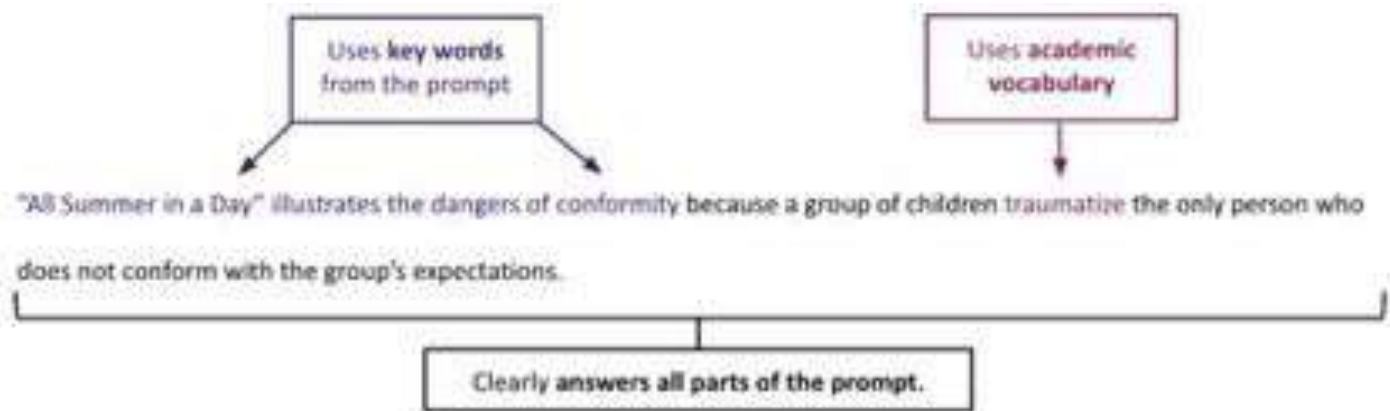
WRITING STRONG ARGUMENTS

Strong Arguments

- Clearly answer all parts of the prompt
- Use key words from the prompt
- Use academic vocabulary
- Can be one or two sentences in length

Strong Argument Example

PROMPT: Explain how Ray Bradbury's "All Summer in a Day" illustrates the danger of conformity. [RL.2]



Weak Arguments

- Restate the prompt without answering it
 - Do not address all parts of the prompt
 - Summarize instead of addressing the prompt
 - Skip to evidence without answering the prompt
- **Weak example that restates the prompt:**
 - *The events in Ray Bradbury's "All Summer in a Day" illustrate the danger of conformity.*
 - **Weak example that summarizes too much information in the argument:**
 - *In Ray Bradbury's "All Summer in a Day," the characters live on Venus where the sun only appears once every seven years. This causes a lot of problems.*
 - **Weak example that includes evidence in the argument:**
 - *In "All Summer in a Day" by Ray Bradbury, the children single out Margot because "she was different, and they knew her difference and kept away" (32).*

Name _____ Class _____

Vocabulary Quiz for Unit 1: Following the Crowd

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

| | |
|---|---|
| <p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p> | <p>My answer</p> <p>B</p> |
|---|---|

| | |
|--|-------------------------|
| <p>1. When the doctor came out to update Sean on his son’s condition, she looked so pale and serious.</p> <p>A. Impel B. Grave C. Humiliate</p> | <p>My answer</p> |
| <p>2. Talia called 911 with information about the theft, but she didn’t give the operator her name.</p> <p>A. Ritual B. Individuality C. Anonymous</p> | |
| <p>3. When the coach saw Serena’s natural talent for tennis, she urged her to join the team. She would stop by her lunch table to remind her that she had the skills needed to earn a college scholarship!</p> <p>A. Grave B. Impel C. Anonymous</p> | |
| <p>4. I didn’t want to have to do this, but if you don’t fix your behavior, I’ll have no choice but to call your mom.</p> <p>A. Resort B. Critical C. Anonymous</p> | |

| | My answer |
|--|-----------|
| 5. We have to make our mortgage payment on the first of the month or we'll lose the house! A. Critical B. Resilient C. Spare | |
| 6. The hostess had told Bridget that it was a costume party, but when she arrived, no one else was wearing a costume. Bridget was so embarrassed! A. Ritual B. Impel C. Humiliate | |
| 7. Every New Year's Day, I meet my best friends for breakfast, and we make our goals for the year. A. Individuality B. Ritual C. Spare | |
| 8. Tiger Woods had his fourth major back surgery, only to turn around and win the Masters, the biggest tournament in golf. It was an amazing recovery. A. Humiliate B. Resilient C. Grave | |
| 9. Most of the girls in Donshae's class wore their hair long, but Donshae shaved her head. A. Individuality B. Resort C. Critical | |
| 10. There were pictures online of the accident, but you know how Grammy hates seeing that kind of thing, so I didn't show them to her. A. Resilient B. Resort C. Spare | |

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

| | |
|--|----------------------------------|
| <p>11. I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</p> <p>A. Shared B. Dreamed C. Laughed</p> | <p>My answer</p> <p>A</p> |
|--|----------------------------------|

| | |
|---|------------------|
| <p>11. Archie noticed he had more energy after he committed to a daily ____ of exercise and yoga in the morning.</p> <p>A. Humiliate B. Resort C. Ritual</p> | <p>My answer</p> |
| <p>12. If you want your street made into a one-way street, it is ____ that every homeowner sign the petition.</p> <p>A. Humiliate B. Critical C. Grave</p> | <p>My answer</p> |
| <p>13. I think it's cowardly when people make nasty, ____ comments on the internet, when they'd never say that stuff to someone's face!</p> <p>A. Anonymous B. Individuality C. Resilient</p> | <p>My answer</p> |
| <p>14. Janette's friends all dress and talk the same way; none of them show any ____.</p> <p>A. Impel B. Resiliency C. Individuality</p> | <p>My answer</p> |

| | My answer |
|--|-----------|
| 15. When Jameel couldn't find a date for the dance, he ____ to asking his best friend's sister to go with him. A. Spared B. Impelled C. Resorted | |
| 16. When police officers arrived at our door, I understood that the news would be ____. A. Anonymous B. Grave C. Ritual | |
| 17. After my father lost his job, my mother gave us a pep talk about how we would all have to be ____ during this tough time. A. Critical B. Grave C. Resilient | |
| 18. When the enemy attacked, they took all the men prisoner, but they ____ the women and children. A. Spared B. Individualized C. Resorted | |
| 19. Keira was ____ when her costume accidentally un-snapped in the middle of her dance performance! A. Critical B. Anonymous C. Humiliated | |
| 20. What could possibly ____ you to be so mean to your little brother? A. Impel B. Ritual C. Spare | |

Name _____ Class _____

Unit 1: Following the Crowd

Vocabulary Quiz Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Part 2: Fill in the Blank

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Name _____ Class _____

Grammar and Usage Activities: COLONS

PART 1: Analyzing Colons in Literature



DIRECTIONS: Below are three examples of sentences that use a **colon (:**). Read the sentences and circle the colon in each. Then answer the reflection question. *5 minutes*

| COLONS IN LITERATURE |
|--|
| <p>“After these encounters, I would be a mess for days: depressed, irritable, hypervigilant, ashamed.” - Junot Díaz, “The Terror”</p> <p>“At the 2016 Olympics in Rio de Janeiro, Brazil, Simone added five medals to her total: golds in team, individual all-around, vault, and floor exercise, and bronze on beam.” -Marty Kaminsky, “Simone Biles”</p> <p>“He crossed the lawn, slumped down on the garden bench, and sang under his breath: “Happy birthday to me... happy birthday to me...” -J.K. Rowling, <i>Harry Potter and the Chamber of Secrets</i></p> |

REFLECTION QUESTION:

All three examples use a **colon (:**). What do you notice about how colons are used?

PART 2: Notes on Colons

DIRECTIONS: As your teacher explains the key information, take notes in the box below. *5 minutes*



| COLON NOTES |
|-------------|
| |

PART 3: Understanding Why We Use Colons

DIRECTIONS: Read each set of examples. Then explain why colons are required in these sentences.
10 minutes



Set 1:

- You always eat the same foods for dinner: chicken, potatoes, corn, and green beans.
- Marielle had quite a set of tasks to complete for the morning: washing the dishes, scrubbing the floors, and folding all of the clean laundry piled high in the baskets.

These sentences require colons because

Set 2:

- Eric's grandmother sat motionless in the plush recliner, thinking of the right words to say. Finally, she broke her silence: "You are such a hard-working, honest young man. Good things will find you."
- Thea watched the dragon soaring through the sky toward our hiding place. She spun to face me, a frightened look on her face: "We've been found!"

These sentences require colons because



PART 4: Identifying Correct Colon Usage

DIRECTIONS: In each example, choose the sentence containing a correctly used colon. Then explain your choice. *10 minutes*

1. A. My sister has three hobbies: baking, rock climbing, and bothering me.
 B. My sister has three hobbies: Baking, Rock climbing, and Bothering me.

Explain your choice.

2. A. Henry gathered all the ingredients needed for his mother’s favorite breakfast: eggs, cheese, potatoes, bread, butter, and strawberries.
 B. All the ingredients needed for his mother’s favorite breakfast: eggs, cheese, potatoes, bread, butter, and strawberries.

Explain your choice.

3. A. Whirling excitedly around the backyard, the child joyfully cried: “We finally got a puppy!”
 B. Whirling excitedly around the backyard, the child’s joyful cries could be heard down the block: “We finally got a puppy!”

Explain your choice.

4. A. Conrad always said the same thing: “We can get married when we’re older!”
 B. Conrad always said: “We can get married when we’re older!”

Explain your choice.

5. A. Brianna’s team was undefeated going into the final game of the season. Confidently, she exclaimed: “I know we can make this a perfect season if we all pull together!”
 B. Brianna’s team was undefeated going into the final game of the season. Confidently, she turned to her teammates: “I know we can make this a perfect season if we all pull together!”

Explain your choice.



PART 5: Revising Sentences with Colons

DIRECTIONS: Decide whether or not each example requires a colon. If it does require a colon, rewrite the portion of the sentence where the colon would go and add the colon. If it does not, write: *No colon needed*. 10 minutes

Example #1:

Original sentence:

Excited to start baking, I went to the market to purchase the remaining ingredients graham crackers, strawberries, cream cheese.

Fix: *ingredients: graham crackers*

Example #2:

Original sentence:

My sister smiled comfortably and said, "Thank you all so much for coming."

Fix: *No colon needed*

1. Original sentence:

Last year, I had 3 favorite classes art history, physics, and psychology.

Fix:

2. Original sentence:

There was still so much to do before the party: tidy the house, decorate with balloons and streamers, and pick up the food from the caterers.

Fix:

3. Original sentence:

If we truly want to become great, we need a smart coach who knows the best strategies, plays, and drills to get our team in top shape.

Fix:

4. Original sentence:

Vincent's dreams were never identical, but they always included the same four objects a tricycle, a koala bear, a jar of peanut butter, and a snorkeling mask. What could this mean?

Fix:

5. Original sentence:

Just then, a black cat crossed directly in front of Xavier and I. Xavier shook his head, his words echoing through the dark tunnel “Should we get out of here?”

Fix:

6. Original sentence:

Without warning, the sky turned dark grey. Running toward the house, Stella cried, “To the basement!”

Fix:

7. Original sentence:

Andre often wonders how he could do more to help small businesses in his community grow. Suddenly he has an idea “Isabel, I know how we can help!”

Fix:

8. Original sentence:

Carolyn carefully considers her options. She thoughtfully replies, “If I could pick any superpower, I would like to be able to fly. Can you do that for me?”

Fix:

PART 6: Using Colons in Writing



DIRECTIONS: Write one to two paragraphs answering the prompt below. In your response, be sure to:

- Include two sentences with a colon.
 - One colon must be used to introduce a list or series.
 - One colon must be used to introduce a quotation.
- Underline both sentences that use a colon.
- Use correct capitalization and punctuation. *10 minutes*

PROMPT

Imagine you are visiting a friend or family member in another state or country for a few weeks. Write a letter to a friend at home describing a typical day during your visit. Use colons at least twice, once in the context of introducing a list and once in the context of introducing a quotation.

Name _____ Class _____

The Man in the Well

Ira Sher

About this text

Ira Sher is a contemporary American author known for his short fiction and the novel *Gentlemen of Space*. In this story, a group of children are faced with an unexpected decision.

Purpose for Reading

To understand how an author uses characters with conflicting motivations to advance the story's plot and develop a theme about following the crowd.

Vocabulary

Let's pronounce these words together as a class:

Humiliate [hyoo-mil-ee-eyt]

Resort [ri-zawrt]

Spare [spair]

WHOLE CLASS READING

[1] I was nine when I discovered the man in the well in an abandoned farm-lot near my home. I was with a group of friends, playing hide and go seek or something when I found the well, and then I heard the voice of the man in the well calling out for help.

[2] I think it's important that we decided not to help him. Everyone, like myself, was probably on the verge¹ of fetching a rope, or asking where we could find a ladder, but then we looked around at each other and it was decided. I don't remember if we told ourselves a reason why we couldn't help him, but we had decided then. Because of this, I never went very close to the lip of the well, or I only came up on my hands and knees, so that he couldn't see me; and just as we wouldn't allow him to see us, I know that none of us ever saw the man in the well — the well was too dark for that, too deep, even when the sun was high up, angling light down the stone sides like golden hair.

[3] I remember that we were still full of games and laughter when we called down to him. He had heard us shouting while we were playing, and he had been hollering for us to come; he was so relieved at that moment.

[4] "God, get me out. I've been here for days." He must have known we were children, because he immediately instructed us to "go get a ladder, get help."

[5] At first afraid to disobey the voice from the man in the well, we turned around and actually began to walk toward the nearest house, which was Arthur's. But along the way we slowed down, and then we stopped, and after waiting what seemed like a good while, we quietly came back to the well.

[6] We stood or lay around the lip, listening for maybe half an hour, and then Arthur, after some hesitation, called down, "What's your name?" This, after all,

DURING READING QUESTIONS

CHARACTER MOTIVATION: Paragraphs 1-8

A. Write: Contrast the children's first impulse of what to do about the man in the well with what they actually do.

B. Think & Share: Why is the narrator careful not to go "close to the lip of the well"? (2)

¹ **Verge** (noun): edge

seemed like the most natural question.

[7] The man answered back immediately, “Do you have the ladder?”

[8] We all looked at Arthur, and he called back down, “No, we couldn’t find one.”

PARTNER READING

[9] Now that we had established some sort of a dialogue, everyone had questions he or she wanted to ask the man in the well, but the man wouldn’t stop speaking:

[10] “Go tell your parents there’s someone in this well. If they have a rope or a ladder...” he trailed off. His voice was raw and sometimes he would cough. “Just tell your parents.”

[11] We were quiet, but this time no one stood up or moved. Someone, I think little Jason, called down, “Hello. Is it dark?” and then, after a moment, “Can you see the sky?”

[12] He didn’t answer but instead told us to go again.

[13] When we were quiet for a bit, he called to see if we had gone.

[14] After a pause, Wendy crawled right to the edge so that her hair lifted slightly in the updraft. “Is there any water down there?”

[15] “Have they gone for help?” he asked.

[16] She looked around at us, and then she called down, “Yes, they’re all gone now. Isn’t there any water down there?” I don’t think anyone smiled at how easy it was to deceive him — this was too important. “Isn’t there?” she said again.

[17] “No,” he said. “It’s very dry.” He cleared his throat. “Do you think it will rain?”

[18] She stood up and took in the whole sky with her blue eyes, making sure. “No, I don’t think so.” We heard him coughing in the well, and we waited for a while, thinking about him waiting in the well.

[19] Resting on the grass and cement by the well, I tried to picture him. I tried to imagine the gesture of his hand reaching to cover his mouth, each time he coughed. Or perhaps he was too tired to make that gesture, each time. After an hour, he began calling again, but for some reason we didn’t want to answer. We got up and began running, filling up with panic as we moved, until we were racing across the ruts of the old field. I kept turning, stumbling as I looked behind. Perhaps he had heard us getting up and running away from the well. Only Wendy stayed by the well for a while, watching us run as his calling grew louder and wilder, until finally she ran, too, and then we were all far away.

[20] The next morning we came back, most of us carrying bread or fruit or something to eat in our pockets. Arthur brought a canvas bag from his house and a plastic jug of water.

[21] When we got to the well we stood around quietly for a moment listening for him. “Maybe he’s asleep,” Wendy said.

[22] We sat down around the mouth of the well on the old concrete slab, warming in the sun and coursing with ants and tiny insects. Aaron called down then, when everyone was comfortable, and the man answered right away, as if he had been listening to us the whole time.

[23] “Did your parents get help?”

[24] Arthur kneeled at the edge of the well and called “Watch out,” and then he

DURING READING QUESTIONS

CHARACTER MOTIVATION: Paragraphs 14-16

Write: What does Wendy’s “look[ing] around at us” indicate about her reason for lying to the man?

Paragraph 17

Turn & Talk: Why is the man concerned about rain?

let the bag fall after holding it out for a moment, maybe for the man to see. It hit the ground more quickly than I had expected; that, combined with a feeling that he could hear everything we said, made him suddenly closer, as if he might be able to see us. I wanted to be very quiet, so that if he heard or saw anyone, he would not notice me. The man in the well started coughing, and Arthur volunteered, "There's some water in the bag. We all brought something."

[25] We could hear him moving around down there. After a few minutes, he asked us, "When are they coming? What did your parents say?"

[26] We all looked at each other, aware that he couldn't address anyone in particular. He must have understood this, because he called out in his thin, groping² voice, "What are your names?"

[27] No one answered until Aaron, who was the oldest, said, "My father said he's coming, with the police. And he knows what to do." We admired Aaron very much for coming up with this, on the spot.

[28] "Are they on their way?" the man in the well asked. We could hear that he was eating.

[29] "My father said don't worry, because he's coming with the police."

[30] Little Jason came up next to Aaron, and asked, "What's your name?" because we still didn't know what to call him. When we talked among ourselves, he had simply become "the man."

[31] He didn't answer, so Jason asked him how old he was, and then Grace came up too and asked him something, I don't remember. We all asked such stupid questions, and he wouldn't answer anyone. Finally, we all stopped talking, and we lay down on the cement.

Paragraphs 24-31

Write: If the man knew each child's name, how might this affect how they choose to treat him?

INDEPENDENT READING

[32] It was a hot day, so after a while, Grace got up, and then Little Jason and another young boy, Robert I think, and went to town to sit in the cool movie theater. That was what we did most afternoons back then. After an hour everyone had left except Wendy and myself, and I was beginning to think I would go, too.

[33] He called up to us all of a sudden. "Are they coming now?"

[34] "Yes," Wendy said, looking at me, and I nodded my head. She sounded certain: "I think they're almost here. Aaron said his dad is almost here."

[35] As soon as she said it she was sorry, because she'd broken one of the rules. I could see it on her face, eyes filling with space as she moved back from the well. Now he had one of our names. She said "They're going to come" to cover up the mistake, but there it was, and there was nothing to do about it.

[36] The man in the well didn't say anything for a few minutes. Then he surprised us again by asking, "Is it going to rain?"

[37] Wendy stood up and turned around like she had done the other day, but the sky was clear. "No," she said.

[38] Then he asked again, "They're coming, you said. Aaron's dad," and he shouted, "Right?" so that we jumped, and stood up, and began running away, just as we had the day before. We could hear him shouting for a while, and we were afraid someone might hear. I thought that toward the end maybe he had said he

DURING READING QUESTIONS

Paragraphs 32-38

Write: How might Wendy breaking "one of the rules" affect Aaron?

² **Grope** (verb): to feel around or search blindly

was sorry. But I never asked Wendy what she thought he'd said.

[39] Everyone was there again on the following morning. It was all I could think about during supper the night before, and then the anticipation in the morning over breakfast. My mother was very upset with something at the time. I could hear her weeping at night in her room downstairs, and the stubborn murmur of my father. There was a feeling to those days, months actually, that I can't describe without **resorting** to the man in the well, as if through a great whispering, like a gathering of clouds, or the long sound, the turbulent³ wreck of the ocean.

[40] At the well we put together the things to eat we had smuggled out, but we hadn't even gotten them all in the bag when the voice of the man in the well soared out sharply, "They're on their way, now?"

[41] We stood very still, so that he couldn't hear us, but I knew what was coming and I couldn't do anything to soften or blur the words of the voice.

[42] "Aaron," he pronounced, and I had imagined him practicing that voice all night long, and holding it in his mouth so that he wouldn't let it slip away in his sleep. Aaron lost all the color in his face, and he looked at us with suspicion, as if we had somehow taken on a part of the man in the well. I didn't even glance at Wendy. We were both too embarrassed — neither of us said anything; we were all quiet then.

[43] Arthur finished assembling the bag, and we could see his hands shaking as he dropped it into the well. We heard the man in the well moving around.

[44] After ten minutes or so, Grace called down to him, "What's your name?" but someone pulled her back from the well, and we became silent again. Today the question **humiliated** us with its simplicity.

[45] There was no sound for a while from the well, except for the cloth noises and the scraping the man in the well made as he moved around. Then he called out, in a pleasant voice, "Aaron, what do you think my name is?"

[46] Aaron, who had been very still this whole time, looked around at all of us again. We knew he was afraid; his fingers were pulling with a separate life at the collar of his shirt, and maybe because she felt badly for him, Wendy answered instead: "Is your name Charles?" It sounded inane,⁴ but the man in the well answered.

[47] "No," the man said.

[48] She thought for a moment. "Edgar."

[49] "No, no."

[50] Little Jason called out, "David?"

[51] "No," the man in the well said.

[52] Then Aaron, who had been absolutely quiet, said "Arthur" in a small, clear voice, and we all started. I could see Arthur was furious, but Aaron was older and bigger than he was, and nothing could be said or done without giving himself, his name, away; we knew the man in the well was listening for the changes in our breath, anything. Aaron didn't look at Arthur, or anyone, and then he began giving all of our names, one at a time. We all watched him, trembling, our faces the faces I had seen pasted on the spectators in the freak tent⁵ when the circus had come

³ **Turbulent** (*adjective*): moving unsteadily or violently

⁴ **Inane** (*adjective*): foolish, silly

⁵ A circus freak tent was a show in which people with unusual physical features were put on display for the public.

to town. We were watching such a deformity⁶ take place before our eyes; and I remember the spasm⁷ of anger when he said my name, and felt the man in the well soak it up — because the man in the well understood. The man in the well didn't say anything, now.

CHARACTER MOTIVATION: Paragraph 52

A. Write: What **impels** Aaron to say the other children's names?

B. Find Evidence: Underline at least two details that reveal how the children feel when Aaron reveals their names.

WHOLE CLASS READING

[53] When Aaron was done, we all waited for the man in the well to speak up. I stood on one leg, then the other, and eventually I sat down. We had to wait for an hour, and today no one wanted to leave to lie in the shade or hide in the velvet movie seats.

[54] At last, the man in the well said, "All right, then. Arthur. What do you think I look like?" We heard him cough a couple of times, and then a sound like the smacking of lips. Arthur, who was sitting on the ground with his chin propped on his fists, didn't say anything. How could he — I knew I couldn't answer, myself, if the man in the well called me by name. He called a few of us, and I watched the shudder move from face to face.

[55] Then he was quiet for a while. It was afternoon now, and the light was changing, withdrawing from the well. It was as if the well was filling up with earth. The man in the well moved around a bit, and then he called Jason. He asked, "How old do you think I am, Jason?" He didn't seem to care that no one would answer, or he seemed to expect that no one would. He said, "Wendy. Are they coming now? Is Aaron's dad coming now?" He walked around a bit, we heard him rummage in the bag of food, and he said, "All right. What's my name?" He used everyone's name; he asked every one. When he said my name, I felt the water clouding my eyes, and I wanted to throw stones, dirt down the well to crush out his voice. But we couldn't do anything, none of us did because then he would know.

[56] In the evening we could tell he was getting tired. He wasn't saying much, and seemed to have lost interest in us. Before we left that day, as we were rising quietly and looking at the dark shadows of the trees we had to move through to reach our homes, he said, "Why didn't you tell anyone?" He coughed. "Didn't you want to tell anyone?" Perhaps he heard the hesitation in our breaths, but it was almost night then, and we were **spared** the detail of having to see and read each other's faces.

DURING READING QUESTIONS

CHARACTER MOTIVATION: Paragraph 55

Write: How does losing their anonymity affect the narrator's feelings about the man?

⁶ **Deformity** (noun): something that does not have the normal shape or form, especially a body part

⁷ **Spasm** (noun): a short, sudden burst of activity or feeling

[57] That night it rained, and I listened to the rain on the roof and my mother sobbing, downstairs, until I fell asleep. After that we didn't play by the well anymore; even when we were much older, we didn't go back. I will never go back.

Paragraphs 56-57

A. Think & Share: Why are the children glad to be “spared the detail of having to see and read each other’s faces”?

B. Poll the Class: What do you think the children were most afraid of facing at the well: the man's fate or their own inaction? Be prepared to defend your response.

- A. The man’s fate
- B. Their own inaction

“The Man in the Well” by Ira Sher. Copyright © 1995 by Ira Sher. Reprinted with permission, all rights reserved.

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “The Man in the Well.” 5 minutes



1. Which statement *best* describes the children’s behavior at the beginning of the story? **[RL.3]**
 - A. The children want to help the man, but Aaron will not let them.
 - B. The children are unsure of what to do, so they look for an adult.
 - C. The children nearly help the man, but as a group they decide not to.
 - D. The children do not want to help the man because he frightens them.

2. What does the narrator’s statement, “I think it’s important that we decided not to help him” reveal? (Paragraph 2) **[RL.3]**
 - A. It reveals that the narrator is a generous friend.
 - B. It reveals that the children are all equally responsible.
 - C. It reveals that young people can make their own decisions.
 - D. It reveals that the narrator is the group’s leader and decision maker.

3. How do the children feel after they lose their anonymity? (Paragraphs 46-55) **[RL.3]**
 - A. They feel sad about their inability to help the man get out of the well.
 - B. They feel nervous about the possibility of negative consequences.
 - C. They feel relieved that they do not have to be secretive anymore.
 - D. They feel humiliated by the way the man insults them.

4. Which piece of evidence *best* reveals the children’s desire to remain anonymous? **[RL.1]**
 - A. “Everyone, like myself, was probably on the verge of fetching a rope, or asking where we could find a ladder, but then we looked around at each other and it was decided.” (Paragraph 2)
 - B. “We all asked such stupid questions, and he wouldn’t answer anyone.” (Paragraph 31)
 - C. “When he said my name, I felt the water clouding my eyes, and I wanted to throw stones, dirt down the well to crush out his voice.” (Paragraph 55)
 - D. “Before we left that day, as we were rising quietly and looking at the dark shadows of the trees we had to move through to reach our homes, he said, ‘Why didn’t you tell anyone?’” (Paragraph 56)

5. Which statement is a theme from “The Man in the Well”? **[RL.2]**
 - A. A group encounters problems when they do not create structure or rules to follow.
 - B. A group can cause people to make choices they would not make as individuals.
 - C. A group has the power to solve problems more effectively than individuals.
 - D. A group falls apart when the leaders disagree and conflict with each other.

Independent Practice

Directions: Answer the short response prompt for “The Man in the Well.” *15 minutes*



PROMPT: At the end of Ira Sher’s “The Man in the Well,” the man asks the children, “Didn’t you want to tell anyone?” Consider the children’s actions. Which idea do you think *most clearly* explains why the children did not tell anyone about the man in the well:

- The children are naive and immature.
- The children are cruel and manipulative.

Use evidence to support your response. **[RL.3]**

In your argument, make sure to:

- clearly answer all parts of the prompt in one to two sentences
- use key words from the prompt
- use academic vocabulary

CHECKLIST FOR WRITING A STRONG ARGUMENT:

Highlight or bold your argument.

- ☐ Did you clearly answer all parts of the prompt?
 - A. YES!
 - B. No, I will go back and do that.
- ☐ Did you use key words from the prompt?
 - A. YES!
 - B. No, I will go back and add those.
- ☐ Did you use academic vocabulary to answer the prompt?
 - A. YES!
 - B. No, I will go back and add those.
- ☐ Is your argument one to two sentences in length?
 - A. YES!
 - B. No, I will go back and revise.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record notes on both of your answers. Push yourselves to use formal language and evidence from the text. *5 minutes*



DISCUSSION RESOURCES

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

1. How might the story change if one of the children decided to go against the crowd and act as an **individual**? Why?

2. The children choose to **spare** themselves punishment instead of saving the man. What does this say about people in general?

3. **CROSS-TEXTUAL:** Compare the ending of “The Man in the Well” to that of “All Summer in a Day.” What **impels** each group of children to act the way they do? Which group will be most changed by their experience? Why?

Name _____ Class _____

It's No One's Fault When It's Everyone's Fault

Shelby Ostergaard

About this text

People often act differently when they are by themselves than when they are part of a crowd. In this text, Shelby Ostergaard examines how deindividuation, anonymity, and diffused responsibility contribute to group behavior.

Purpose for Reading

To build our understanding about what motivates people to act differently when part of a group.

Vocabulary

Let's pronounce these words together as a class:

Anonymous [uh-**non**-uh-muh s]
 Humiliate [hyoo-**mil**-ee-eyt]
 Individuality [in-duh-vij-oo-**al**-i-tee]
 Ritual [**rich**-oo-uhl]

WHOLE CLASS READING

[1] More than 18,000 people were packed outside Cincinnati's Riverfront Coliseum on the evening of December 3, 1979. They were excited. They were there to see The Who, one of the biggest rock bands in the world. Every sold-out show the band held was greeted by crowds of screaming fans who rushed to get near the musicians. That night was no different. As the doors opened, fans could hear the band warming up. The crowd surged forward through the door, moving in human waves, crashing against the doors like the ocean hits rocks. There wasn't enough room. But the crowd didn't stop. Not even when people began getting crushed.

[2] Eleven people died that night, trampled by the surge. Today, if you were to ask any of those fans whether a good spot to see their favorite band was worth a human life, it's likely they would say no. So what were they thinking? Psychologists argue that they weren't thinking at all, that each **individual** lost a sense of themselves and became part of a larger "hivemind," a collective consciousness.¹ **Individuals** didn't kill those eleven victims that night; a crowd did. This process is known as deindividuation.

What is deindividuation?

[3] Deindividuation, as the psychologist David Myers put it, is "doing together what you would not do alone." It takes place when a person's identity within a group overrides² their own identity and self-awareness. In short, people lose their self-awareness in groups; they become less self-conscious and less inhibited.³ Once **individuals** shed their inhibitions, the actions of the group can get out of

DURING READING QUESTIONS

Paragraphs 1-2

Think & Share: Why does the author claim that "individuals didn't kill those eleven victims" at the The Who concert?

¹ a set of shared beliefs, ideas, and attitudes that operate as a unifying force within a group

² **Override** (verb): to take over or become more important than (something)

³ **Inhibit** (verb): to prevent someone from doing something or from acting naturally

control. People can end up making decisions that encourage unity within the group but harm others outside of it. They start to feel the power of the crowd, lose their sense of right and wrong, and are carried along by the circumstances and their environment. In the crowd, the **individual** is gone. They see themselves as part of something bigger. “Everyone is doing it,” the **individual** tells themselves, and this gives them more justification for their behaviors. People in these situations often feel no sense of personal accountability. Blame is attributed to the group at large. It’s no one’s fault when it’s everyone’s fault.

Paragraph 3

Write: In your own words, define deindividuation.

PARTNER READING

DURING READING QUESTIONS

[4] In 1895, with the publication of *The Crowd: A Study of the Popular Mind*, the polymath⁴ Gustave LeBon described how the “unconscious action of crowds” is substituted for “the conscious activity of **individuals**.” He identified two important factors that are needed in order to create this substitution — **anonymity** and what’s come to be called diffused⁵ responsibility.

Anonymity

[5] **Anonymity** is present because an **individual** can hide themselves and their acts within the larger group. Looking back at the crowd surge at the The Who concert, it is difficult for authorities to point out **individuals** or any **individual** acts that led to the eleven deaths. In a crowd that size, **individuals** are largely **anonymous**.

[6] Here’s another example of the power of **anonymity**. In the 1970s, a group of psychologists used Halloween as a controlled study of how **anonymity** shapes our behavior. They picked out 27 homes in a Seattle neighborhood to use as makeshift laboratories. They wanted to see if being in a Halloween costume would affect the behavior of children. They placed a bowl of candy outside each home. Those young children who turned up to trick-or-treat at the residences were told by an adult that they could only have one piece of candy each. The adult would then leave the children on the doorstep. Half the time, the adult would ask the children to say their names and where they lived before they left the children alone on the doorstep. The children were secretly monitored. If they arrived with adults they were excluded from the results. These were the findings: less than 10% of children who turned up alone and told the adult their name took more than one piece of candy. That number increased to 20% when they were alone and **anonymous**. In a group, 20% of those children who revealed their identity stole the candy. When it was an **anonymous** group of children, the result was significantly higher: 60%. The final conclusion was that the kids who felt both **anonymous** and protected by the group were the ones most likely to break the rule and take more candy. The experiment revealed how **anonymity** influences people to do things they wouldn’t normally do.

Paragraph 6

A. Turn & Talk: How did sharing their names with adults influence the children’s behavior?

B. Write: What did the study reveal about anonymity?

INDEPENDENT READING

DURING READING QUESTIONS

Diffused responsibility

[7] Diffused responsibility works when the **individual** does not feel responsible for their actions. In the case of the The Who concert, it would not be surprising for **individuals** to feel as if it was not their fault — or at least not their fault alone. It’s likely they would argue that they were just doing what others were doing, and they were not the person who crushed one of the victims. Being in a group allows

⁴ a person of wide-ranging knowledge or learning

⁵ **Diffuse** (verb): to spread or cause to spread over a wide area or among a large number of people

them to feel less responsible. The principles behind a firing squad work in the same way. When soldiers line up to execute someone by shooting, one or two soldiers are given a blank cartridge. None of the soldiers are told beforehand if they are using blank cartridges or live ammunition.⁶ All of the soldiers fire at the same time, and the blank cartridges reinforce the diffusion of responsibility. Soldiers can always tell themselves that they might have been the person who fired a blank round.

Paragraph 7

Write: In your own words, describe diffused responsibility.

WHOLE CLASS READING

DURING READING QUESTIONS

What does deindividuation look like?

[8] There are pro-social forms of deindividuation, like losing your inhibitions when dancing amongst a crowd or being part of a crowd caught up in suddenly looking for a missing child or pet. But unfortunately, it most often occurs in negative circumstances and situations. Rioting and mob justice are some of the most common examples of deindividuation.

[9] Another environment in which deindividuation thrives is during hazing, the **ritual** act of putting someone through strenuous⁷ and often **humiliating** tasks, as part of their training or initiation.⁸ In the case of college fraternities and sororities, for example, the people carrying out the hazing see themselves as one body. The people who are “pledging” — attempting to join the group — are viewed as being on the outside, trying to get in. In these circumstances, the Greek organization often puts the pledges through degrading⁹ and dangerous practices, as was the case with Timothy Piazza, a student at Penn State University, who fatally fell down the stairs at an initiation event while pledging a fraternity. It is alleged that the fraternity brothers forced Timothy to “consume life-threatening amounts of alcohol,” which caused him to fall. Many acts of hazing, which include beatings, forcing others into menial¹⁰ labor, force-feeding undesirable food, and public **humiliation**, would likely not be condoned by **individuals** in the group. But together, the **individuals** are swept up in the power and control they have over new members, as well as the **anonymity** the group affords them.

[10] Our understanding of crowds and group behavior has grown since Gustave LeBon wrote in 1895, and though much of his work has been debunked, the fundamentals and factors that he set out remain. The larger the group, the more **anonymous** a person is, and the less responsible they feel for the group action. When both factors occur, **individuals** lose their sense of self-awareness and their fear of accountability. They start to simply follow the crowd. This has had huge consequences around the world. Lynchings, wartime atrocities, and genocidal massacres¹¹ have all been carried out under the influence of deindividuation. Today is no different. Sports fans destroy cities after their team wins big. Groups get together and bully other people; online chat rooms, comment threads, and message boards are used to terrorize people.

[11] It is easy to judge people for falling victim to deindividuation, and by no means should we condone negative behaviors that derive from it, but under the right conditions, we could all be subject to it. A strong desire to identify with a group can increase a person’s chances of deindividuation. Maybe something happens to us when we put a mask on at Halloween, when we’re in the stands

Paragraph 9

Write: In your own words, explain how deindividuation played a part in Timothy Piazza’s death.

⁶ A blank cartridge contains gunpowder but no bullet and cannot harm anyone; live ammunition are real bullets and can kill.

⁷ **Strenuous** (adjective): requiring a lot of effort

⁸ the act of admitting someone into a society or group with a ritual

⁹ **Degrade** (verb): to treat or regard someone with contempt or disrespect

¹⁰ work that does not require much skill and does not receive much respect or admiration

¹¹ the deliberate killing of a large group of people of a particular nation or ethnic group

expressing our fanatical loyalty to our sports team, or when we're trolling someone on social media of whom we don't approve — there are many circumstances that could leave us vulnerable. The best way to combat it might be to always keep in mind, when in group situations, how susceptible we are to groupthink, how both our **anonymity** and our environment play a part. The more we recognize this, the more likely we are to hold on to our personal accountability.

[12] This might be just what's truly required to stand out among the crowd.

Paragraphs 11-12

Think & Share: What are some examples — not listed in these paragraphs — of situations where we might experience deindividuation?

"It's No One's Fault When It's Everyone's Fault" by Shelby Ostergaard. Copyright © 2019 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “It’s No One’s Fault When It’s Everyone’s Fault.”

5 minutes



1. What is the central idea of the article? **[RI.2]**
 - A. People have a large influence over others when they are in a group.
 - B. One can avoid a group’s influence by staying aware of who they are.
 - C. People lose a sense of who they are as individuals when they are in a group.
 - D. One can look to group behavior for the cause of some of the worst atrocities in history.

2. Which quotation from the text *best* explains why deindividuation affects a person’s ability to tell right from wrong? **[RI.1]**
 - A. “The crowd surged forward through the door, moving in human waves, crashing against the doors like the ocean hits rocks.” (Paragraph 1)
 - B. “Today, if you were to ask any of those fans whether a good spot to see their favorite band was worth a human life, it’s likely they would say no.” (Paragraph 2)
 - C. “There are pro-social forms of deindividuation, like losing your inhibitions when dancing amongst a crowd or being part of a crowd caught up in suddenly looking for a missing child or pet.” (Paragraph 8)
 - D. “The larger the group, the more anonymous a person is, and the less responsible they feel for the group action.” (Paragraph 10)

3. In paragraph 7, how does the discussion of firing squads add to the reader’s understanding of deindividuation? **[RI.5]**
 - A. by illustrating the difficulty of making moral choices when influenced by diffused responsibility
 - B. by giving an example of how diffused responsibility affects people’s feelings about their actions
 - C. by providing a counterargument to the idea that deindividuation enables bad behavior
 - D. by demonstrating people’s ability to resist deindividuation if they wish to

4. What is the purpose of paragraph 11? **[RI.6]**
 - A. It shows the effects of deindividuation.
 - B. It gives historical examples of deindividuation.
 - C. It gives advice on how to avoid deindividuation.
 - D. It excuses people influenced by deindividuation.

Independent Practice

Directions: Answer the short response prompt for “It’s No One’s Fault When It’s Everyone’s Fault.”

15 minutes



PROMPT: Why might deindividuation be seen as a negative force in society? Use textual evidence to support your answer. **[RI.2]**

In your argument, make sure to:

- clearly answer all parts of the prompt in one to two sentences
- use key words from the prompt
- use academic vocabulary

CHECKLIST FOR WRITING A STRONG ARGUMENT:

Highlight or bold your argument.

- ☐ Did you clearly answer all parts of the prompt?
 - A. YES!
 - B. No, I will go back and do that.
- ☐ Did you use key words from the prompt?
 - A. YES!
 - B. No, I will go back and add those.
- ☐ Did you use academic vocabulary to answer the prompt?
 - A. YES!
 - B. No, I will go back and add those.
- ☐ Is your argument one to two sentences in length?
 - A. YES!
 - B. No, I will go back and revise.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record notes on both of your answers. Push yourselves to use formal language and evidence from the text. *5 minutes*



DISCUSSION RESOURCES

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

1. Describe a time when you felt **impelled** by deindividuation to do what others were doing.

2. **CROSS-TEXTUAL:** How do the group of children in “All Summer in a Day” experience deindividuation?

3. **CROSS-TEXTUAL:** What role does anonymity play in “The Man in the Well”?

Name _____ Class _____

Grammar and Usage Quiz: Colons

Directions: Write a paragraph answering the prompt below. In your response, be sure to:

- Include two sentences with a colon.
 - One colon must be used to introduce a list or series.
 - One colon must be used to introduce a quotation.
- Underline both sentences that use a colon.
- Use correct capitalization and punctuation.

Prompt:

You and a friend decided to bake a cake or dessert of your choice to celebrate another friend's birthday. Write an account of this experience. Include the ingredients you used, the steps you took to make the cake, and conversation between the two of you as you worked together.

| Grading | |
|--|--|
| To introduce List (2 points each) | To introduce Quotation (2 points each) |
| Use of colon is logical in context: _____ | Use of colon is logical in context: _____ |
| Colon follows independent clause: _____ | Colon follows independent clause: _____ |
| Includes a list of examples or evidence: _____ | Includes quote directly after the colon: _____ |
| Correct capitalization: _____ | Correct capitalization: _____ |
| Correct punctuation: _____ | Correct punctuation: _____ |
| Total: _____/10 | Total: _____/10 |
| Final Score: _____/20 | |

Name _____ Class _____

Related Media Exploration

How does conformity show up in everyday life?

Introduction: Conformity Visual

Directions: With your partner, review the terms and definitions in the table below. Then, write each term next to the figure you think it describes. All definitions describe how an individual acts in relation to a larger group or majority of people.



TERMS AND DEFINITIONS

| Anti-Conformity | Conformity | Independent | Uniformity |
|--|--|---|--|
| A person who agrees with a group before an event but disagrees with the group afterward. | A person who disagrees with a group before an event but agrees with the group afterward. | A person consistently disagrees with the group. | A person who consistently agrees with a group. |

AFTER AN EVENT

Agreement
Disagreement

BEFORE AN EVENT

Disagreement

Agreement

Figure A: _____




Figure B: _____




Figure C: _____





Figure D: _____



PART 1: The First Follower

Directions: Watch “Leadership Lessons from Dancing Guy: The First Follower.” Then, answer questions 1-6.



1. What is a “first follower”?

2. Why is the first follower important to the leader?

3. How does the first follower influence others’ feelings?

4. Who is more influential: the leader or the first follower? Why?

5. Refer back to the conformity visual on page 1. Which term best describes the leader? Why?

6. Refer back to the conformity visual on page 1. Which term best describes the first follower? Why?

PART 2: Overcoming Peer Pressure

Directions: Watch “One Simple Skill to Overcome Peer Pressure.” Then, answer questions 7-10.



7. What does the first round of test subjects tell you about the power of peer pressure?

8. How is the **power of one** similar to **the first follower**?

9. Refer back to the conformity visual on page 1. Which term describes the first round of test subjects? Why?

10. Refer back to the conformity visual on page 1. Which term describes the second round of test subjects, now that the experiment has been altered? Why?



PART 3: Dangerous Conformity

Directions: Before watching the video, discuss the answer to Question 11 with your partner. Then, watch “Dangerous Conformity” and answer questions 12-14.

PRE-VIDEO QUESTION:

11. **Turn and Talk:** Imagine you are in a public place when you start to hear tornado warning sirens nearby. No one seems to be worried about seeking shelter. What would you do?

POST-VIDEO QUESTIONS:

12. How did the experiment illustrate the dangers of conformity?

13. How could a first follower have influenced the last scenario with James the artist?

14. Refer back to the conformity visual on page 1. Which term best describes James’ experience in the final scenario? Why?

PART 4: Independent Reflection



Directions: Respond to the prompt below by writing or typing in the box.

PROMPT: Based on the three videos, who is most influential: the leader, the first follower, or the crowd? Why? In your response, be sure to summarize evidence and include specific examples from the videos; you may also include evidence from the texts you've read in this unit.

PART 5: Whole Class Discussion



Directions: Share your answer to the question from Part 4 with the class. Then, keep the conversation going by discussing the following optional questions.

- Who is braver: the leader or the first follower? Why?
- Which video(s) show an example of deindividuation? Explain your reasoning.
- Which type of conformity is present in each of the videos: compliance, identification, or internalization? Explain your reasoning.
- Which video(s) illustrate the “spiral of silence” that is referenced in “Conformity”? Explain your reasoning.
- How do these videos explain the actions of Margot’s peers in “All Summer in a Day”?

Name _____ Class _____

Referring to Evidence from Texts to Support an Exchange of Ideas

PART 1: Discussion Guidelines

Directions: Independently or with a partner, use the space below to answer the following question. Then, add to your notes as your teacher reviews a set of guidelines.



What guidelines should we follow to have a strong discussion?

PART 2: Sample Discussion

Directions: Read the excerpt from a student discussion about the text “The Man in the Well.” As you read, pause to answer the questions beside the text.



SAMPLE DISCUSSION PROMPT

How does it feel to be “outside” the group?

SAMPLE DISCUSSION DIALOGUE

[1] **LaShay:** Being outside the group can feel scary. We see this a lot in “The Man in the Well.” When Wendy is out of the group, she’s afraid that the others will be mad at her.

[2] **Michael:** Interesting. Where do you see that in the story?

[3] **LaShay:** In paragraph 35, after Wendy accidentally tells the man Aaron’s name, it says, “As soon as she said it she was sorry, because she’d broken one of the rules. I could see it on her face, eyes filling with space as she moved back from the well.” And then in paragraph 38, she and the narrator run away.

[4] **Michael:** That’s interesting, LaShay. I actually had a different idea about the story.

[5] **LaShay:** How did you interpret that, Michael?

[6] **Michael:** I felt like she wasn’t so much afraid of how the other children would react, but of what the adults would do. I think all the kids are scared of getting caught not helping the man, so they get upset and scared when their names are revealed.

[7] **LaShay:** What evidence do you have that supports that idea?

[8] **Michael:** There’s that moment when the man says Aaron’s name, and the narrator describes Aaron’s reaction... Here, it is, paragraph 46: “We knew he was afraid; his fingers were pulling with a separate life at the collar of his shirt.” Aaron can’t be afraid of the other kids being mad at him because he’s not the one who revealed the name. So he must be afraid of something else.

QUESTIONS

Paragraphs 1-8

A. Write: What are LaShay and Michael discussing?

B. Find Evidence: Underline two examples of students asking their classmates to refer to evidence from the text.

C. Discuss: How do you think the questions that LaShay and Michael ask each other improve the conversation?

PART 3: Referring to Text Evidence

Directions: In our discussion, we are going to practice an important discussion strategy: how to invite your peers to refer to text evidence to support their ideas. With a partner or independently, read the examples and summarize two key points to remember about this skill.



Examples of how you can invite your peers to **refer to text evidence to support their ideas**:

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

Key Points

During a class discussion, remember to...

Name _____ Class _____

Class Discussion

PART 1: Preparing for Discussion

Directions: First, write down your initial ideas about each discussion question. Then, complete the chart by finding evidence to support your ideas.



Discussion Questions:

Should people be held accountable for what they do under the influence of a group?

Explain using textual evidence from **at least two** of the following texts:

- “Cheboygan Day”
- “All Summer in a Day”
- “The Lottery”
- “The Man in the Well”
- “Conformity”
- “The Dangers of Tradition”
- “It’s No One’s Fault When It’s Everyone’s Fault”

Brainstorming:

DIRECTIONS: Complete the chart below by finding evidence to support your ideas.

| Text | Evidence & Page/Paragraph # | My Explanation |
|---------|-----------------------------|----------------|
| Text 1: | | |
| Text 2: | | |

PART 2: During Discussion

Directions: Take notes in the chart during the discussion.



Examples of how you can **invite your peers to refer to text evidence to support their ideas**:

- *Where does it say that in the text?*
- *Do you see different or conflicting ideas in the text? If so, where?*
- *What evidence do you have that supports that idea?*
- *What's an example of that?*
- *What other evidence/examples relate to that?*
- *What specific part are you referring to?*

| Interesting Points My Classmates Made | Questions I Have | My New Ideas |
|---------------------------------------|------------------|--------------|
| | | |

Keep the discussion going!

- Do people engage in **individual** decision-making when under group influence?
- How does the behavior of the characters in each story resemble the science experiments we read about?
- What consequences might the characters have faced if they refused to go along with the group?
- Do group dynamics make society better or worse?
- According to psychologists, what forces **impel** people to follow the crowd?
- How do you think the characters and communities in each story will be changed by their experiences?

PART 3: Post-Discussion

Directions: Write or type a 4-6 sentence reflection on your participation in today's discussion based on the criteria. Be sure to identify one skill you want to improve on in our next discussion.



- ☐ I used the discussion skill sentence starters to invite my peers to refer to text evidence.
- ☐ I supported my ideas with evidence from the text(s).
- ☐ I built on a classmate's idea by summarizing their position and adding my own ideas.
- ☐ I posed and responded to questions that moved the conversation forward.
- ☐ I actively incorporate others into the discussion by asking their opinion.
- ☐ If I revised my ideas throughout the discussion, I shared how they changed.

Name _____ Class _____

Unit 1 Essay: Planning

Today's Goal

To prepare to write your Unit 1 essay.

PART 1: Breaking Down The Essay Prompt

Directions: Carefully read the prompt. Then, answer the question. *5 minutes*



Unit 1 Essay Prompt

PROMPT: Write an essay that analyzes how the unit short stories illustrate **one or more** of the terms from the article “It’s No One’s Fault When It’s Everyone’s Fault.”

- Deindividuation
- Anonymity
- Diffused responsibility

Use evidence from **at least two** of the unit short stories and Shelby Ostergaard’s “It’s No One’s Fault When It’s Everyone’s Fault.” **[W.2]**

1. What two things is the prompt asking you to do?

PART 2: Reviewing Key Terms

Directions: With your partner, review Shelby Ostergaard’s “It’s No One’s Fault When it’s Everyone’s Fault” and find evidence to explain what each of the terms means. *5 minutes*



| Term | Evidence |
|-------------------------|----------|
| Deindividuation | |
| Anonymity | |
| Diffused Responsibility | |



PART 3: Finding Evidence from the Unit Short Stories

Directions: Review the suggested paragraphs. For each story, identify 1-2 pieces of evidence that reveal how being in a group affects behavior. Then, select the terms that are illustrated by the evidence. 15 minutes

| Title | Paragraphs | Evidence of how being in a group affects behavior | Term |
|-----------------------|------------|---|--|
| "Cheboygan Day" | 87-107 | | <input type="checkbox"/> Deindividuation <input type="checkbox"/> Anonymity <input type="checkbox"/> Diffused responsibility |
| "All Summer in a Day" | 34-43 | | <input type="checkbox"/> Deindividuation <input type="checkbox"/> Anonymity <input type="checkbox"/> Diffused responsibility |
| "The Lottery" | 74-79 | | <input type="checkbox"/> Deindividuation <input type="checkbox"/> Anonymity <input type="checkbox"/> Diffused responsibility |
| "The Man in the Well" | 41-52 | | <input type="checkbox"/> Deindividuation <input type="checkbox"/> Anonymity <input type="checkbox"/> Diffused responsibility |



PART 4: Discussing Cross-Textual Connections

Directions: Respond to the class discussion question. Use evidence to support your answers, and take notes on the discussion in the chart below. Then, answer the reflection question. *10 minutes*

Discussion Question: How do the short stories in this unit illustrate deindividuation, anonymity, and diffused responsibility?

| | |
|-----------------------|--|
| "Cheboygan Day" | |
| "All Summer in a Day" | |
| "The Lottery" | |
| "The Man in the Well" | |

Reflection: Which texts will you write about and why?

PART 5: Drafting Your Thesis

Directions: Review the prompt and draft your thesis based on your notes and the ideas from the class discussion. Then, complete the checklist. *5 minutes*



Unit 1 Essay Prompt

PROMPT: Write an essay that analyzes how the unit short stories illustrate **one or more** of the terms from the article “It’s No One’s Fault When It’s Everyone’s Fault.”

- Deindividuation
- Anonymity
- Diffused responsibility

Use evidence from **at least two** of the unit short stories and Shelby Ostergaard’s “It’s No One’s Fault When It’s Everyone’s Fault.” **[W.2]**

Thesis

Your thesis should:

- ☐ Clearly answer all parts of the prompt
- ☐ Use key words from the prompt
- ☐ Use academic vocabulary
- ☐ Be one or two sentences in length



PART 6: What Does a Great Student Essay Look Like?

Directions: Below is an exemplar student essay. Skim the essay and the teacher comments. Then, answer the reflection question. *10 minutes.*

PROMPT: Write an essay that analyzes how “Popularity” and “Hello, My Name Is ____” illustrate **at least two** of the three types conformity:

- Compliance
- Identification
- Internalization

Use evidence from Charlotte Harrison’s “Conformity” and **both** short stories.

| EXEMPLAR STUDENT ESSAY | TEACHER COMMENTS |
|---|--|
| <p>[1] When people follow the whims of a social media influencer or buy clothes to fit a new fashion trend, do they do so because they actually like the trend, or are they merely following the crowd? According to Charlotte Harrison, the author of “Conformity,” the answer could be either, depending on whether the person has internalized a set of beliefs or is simply complying. Adam Bagdasarian’s short story “Popularity” and Jason Kim’s memoir “Hello, My Name Is ____” provide great examples of these two types of conformity. Whereas Kim’s conformity represents what Harrison calls internalization, in “Popularity,” the protagonist’s conformity is an example of compliance.</p> <p>[2] In Kim’s memoir, he experiences the type of conformity known as internalization. According to Charlotte Harrison’s article “Conformity,” internalization is “when a person has actually absorbed a group’s belief system and sees it as truly their own, both publicly and privately” (Harrison 3). In other words, if you completely adopt the beliefs of a group, you have internalized their thinking as your own. Kim experiences this type of conformity after moving to the United States. Upon arriving in Missouri at age ten, Kim begins changing things to fit in. He explains, “I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my K-pop” (Kim 14). Kim conforms to the tastes of his new peers in order to fit in. However, he also adopts his peers’ culture at home: “At the dinner table... I stopped speaking Korean and I stopped eating Korean food” (Kim 15). This suggests that Kim has completely absorbed the values of his new American peers, both at school and in the privacy of his home. For this reason, this is a clear example of internalization.</p> | <p>Great hook. This question grabbed my attention!</p> <p>Excellent thesis that clearly answers the prompt.</p> <p>Strong choice of evidence and a clear explanation to define this key term.</p> <p>Nice transition sentence!</p> <p>Great job connecting your evidence back to the ideas in your thesis.</p> |

Whereas Kim internalized the beliefs of his social group, the protagonist in “Popularity” only complied with his peers. Harrison explains that compliance “occurs when a person conforms publicly but privately keeps his or her own original beliefs” (Harrison 3). This is exactly what the narrator in “Popularity” experiences. In the story, the main character longs to be popular, and eventually he starts acting just like the popular boys. When a popular boy, dressed in yellow pants, makes fun of the protagonist, he quips back, “You look like a canary...Boys, I give you Tweety Bird” (Bagdasarian 23). Immediately, the boys swap social standings. The protagonist becomes “somebody special” while the other boy is quickly forgotten (Bagdasarian 33). Publicly, the protagonist enjoys his popularity, but privately, he reflects, “I did not trust one of them, because I knew then that I was standing on sand” (Bagdasarian 35). Because his public actions don’t match his private beliefs, he is complying with the group expectations, but he has not internalized their beliefs.

People have a tendency to conform to the group, but the way we conform can be quite different. In “Hello, My Name Is _____,” Kim completely accepts the group’s beliefs, so his conformity is an example of internalization. The protagonist in “Popularity,” however, follows the group publicly but privately disagrees with the way they behave, a type of conformity known as compliance. Both compliance and internalization can be harmful, but of these two types of conformity, internalization is clearly more dangerous.

I love how this argument connects your previous paragraph to this new focus. Great transition!

Excellent use of multiple pieces of evidence to prove your point!

Great work restating how each text supported your thesis and ending with a strong world statement.

1. **Reflect:** Based on the exemplar student essay and the teacher comments, write 2-3 things you want to accomplish in your own essay.

1.

2.

Tips For Using This Student Exemplar

- When you have time, read the essay closely. Pay attention to writing moves you can make in your own essay.
- When you feel stuck with your own essay, return to the exemplar to see how this student dealt with the challenge you are facing.
- Identify the things you like most about this essay, and then do them in your own writing!

Name _____ Class _____

Unit 1 Essay

PART 1: Essay Prompt

Directions: Read the essay prompt.



PROMPT

Write an essay that analyzes how the unit short stories illustrate **one or more** of the terms from the article “It’s No One’s Fault When It’s Everyone’s Fault.”

- Deindividuation
- Anonymity
- Diffused responsibility

Use evidence from **at least two** of the unit short stories and Shelby Ostergaard’s “It’s No One’s Fault When It’s Everyone’s Fault.” **[W.2]**

PART 2: Drafting Your Essay

Directions: Draft your essay in the space provided. If you completed any essay planning activities in a previous lesson, use them to help you draft your response.



Name _____ Class _____

Writing Introductions

Today's Goal

1. You will learn the upside-down triangle method for writing strong introductions.
2. You will draft the introduction for your essay.

PART 1: The Upside-Down Triangle

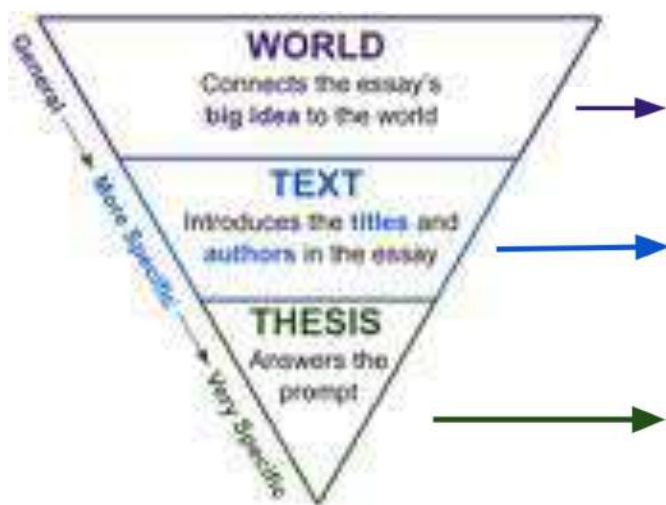
Directions: Follow the link and watch a four-minute [video](#) that explains the notes below. As you watch, take notes on what makes this a strong introduction. *10 minutes*



How to Write an Introduction

Many writers use **the upside-down triangle strategy** to write strong introductions.

An Upside-Down Triangle Introduction



Sample Introduction

When people follow the whims of a social media influencer or buy clothes to fit a new fashion trend, do they do so because they actually like the trend, or are they merely following the crowd? According to Charlotte Harrison, the author of “Conformity,” the answer could be either, depending on whether the person has internalized a set of beliefs or is simply complying. Adam Bagdasarian’s short story “Popularity” and Jason Kim’s memoir “Hello, My Name Is ____” provide great examples of these two types of conformity. Whereas Kim’s conformity represents what Harrison calls internalization, in “Popularity,” the protagonist’s conformity is an example of compliance.

1. As you watch the video, take notes on how to write a strong introduction using the upside-down triangle strategy.

PART 2: Partner Discussion

Directions: To prepare to write your introduction, reread your essay prompt. Then discuss each of the partner discussion questions. There is space to jot down notes. *5 minutes*



| Essay Prompt |
|---|
| <p>PROMPT: Write an essay that analyzes how the unit short stories illustrate one or more of the terms from the article “It’s No One’s Fault When It’s Everyone’s Fault.”</p> <ul style="list-style-type: none"> - Deindividuation - Anonymity - Diffused responsibility <p>Use evidence from at least two of the unit short stories and Shelby Ostergaard’s “It’s No One’s Fault When It’s Everyone’s Fault.” [W.2]</p> |

| | Partner Discussion Questions | Notes |
|---------------|--|-------|
| WORLD | Questions: <ul style="list-style-type: none"> • What big ideas is your essay about? • Why do your essay’s big ideas matter in the world? | |
| TEXT | Questions: <ul style="list-style-type: none"> • What articles and stories are you writing about? • Who are the authors? • How do the big ideas in your essay appear in the story? | |
| THESIS | Question: <ul style="list-style-type: none"> • What is your thesis? | |

PART 3: Draft Your Introduction

Directions: Apply what you have learned when drafting the introduction of your essay. When you have written your introduction, move on to Part 4. *10 minutes*





PART 4: Check Your Work

Directions: Use the Check Your Work box to review your introduction. *5 minutes*

Check Your Work

- [] Highlight your **World** statement in green.

Did you begin by stating how the big ideas in your essay matter in the world? Yes No I'm Not Sure

- [] Highlight your **Text** statement in yellow.

Did you identify the titles and authors of the texts you are writing about? Yes No I'm Not Sure

- [] Highlight your **Thesis** in red.

Did you answer the prompt? Yes No I'm Not Sure

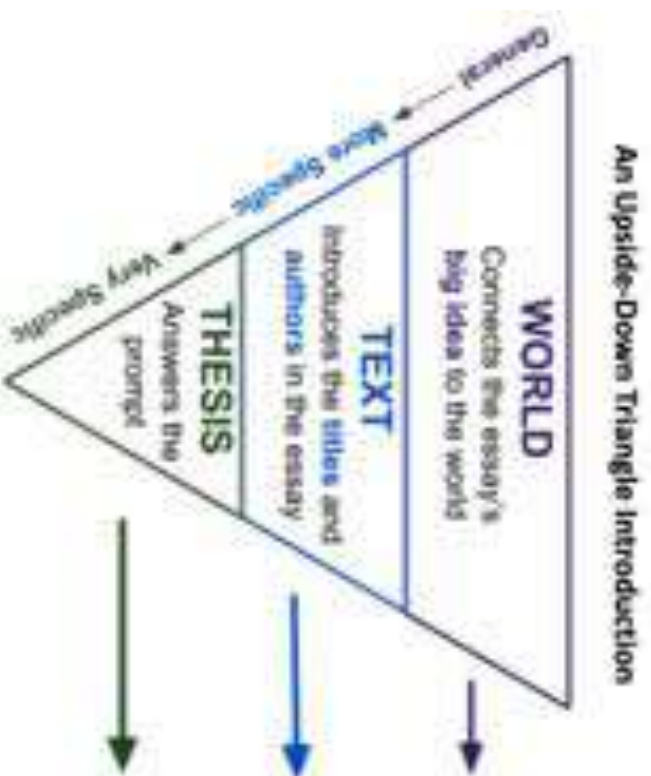
Go back and add to any weak areas of your introduction.

INTRODUCTIONS

The purpose of an introduction is to:

- Hook your reader's attention
- Clearly introduce your essay topic

Example



Sample Introduction

When people follow the whims of a social media influencer or buy clothes to fit a new fashion trend, do they do so because they actually like the trend, or are they merely following the crowd? According to Charlotte Harrison, the author of "Conformity," the answer could be either, depending on whether the person has internalized a set of beliefs or is simply complying. Adam Bagdasarian's short story "Popularity" and Jason Kim's memoir "Hulla, My Name Is ____" provide great examples of these two types of conformity. Whereas Kim's conformity represents what Harrison calls internalization, in "Popularity," the protagonist's conformity is an example of compliance.

Introductions & Conclusions

INTRODUCTIONS

The purpose of an introduction is to:

- Hook your reader's attention
- Clearly introduce your essay topic

An Upside-Down Triangle Introduction



Sample Introduction

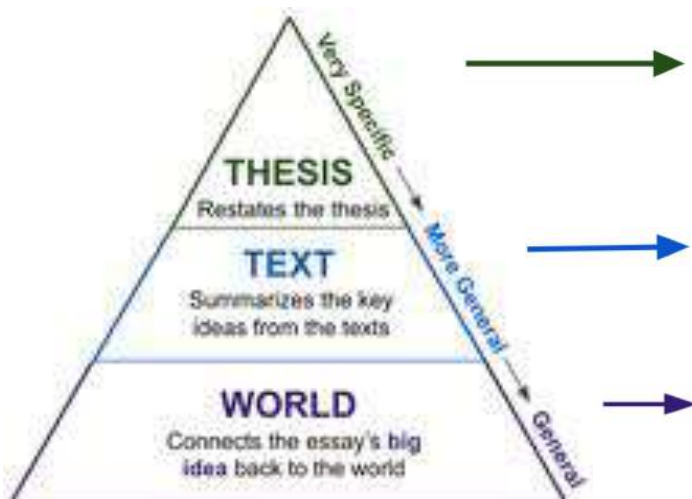
When people follow the whims of a social media influencer or buy clothes to fit a new fashion trend, do they do so because they actually like the trend, or are they merely following the crowd? According to Charlotte Harrison, the author of "Conformity," the answer could be either, depending on whether the person has internalized a set of beliefs or is simply complying. Adam Bagdasarian's short story "Popularity" and Jason Kim's memoir "Hello, My Name Is ____" provide great examples of these two types of conformity. Whereas Kim's conformity represents what Harrison calls internalization, in "Popularity," the protagonist's conformity is an example of compliance.

CONCLUSIONS

The purpose of a conclusion is to:

- Restate your thesis
- Restate how you supported your argument
- Explain why the essay matters

The Triangle Conclusion



Sample Conclusion

People have a tendency to conform to the group, but the way we conform can be quite different. In "Hello, My Name Is ____," Kim completely accepts the group's beliefs, so his conformity is an example of internalization. The protagonist in "Popularity," however, follows the group publicly but privately disagrees with the way they behave, a type of conformity known as compliance. Both compliance and internalization can be harmful, but of these two types of conformity, internalization is clearly more dangerous.

Name _____ Class _____

Writing Conclusions

Today's Goal

1. You will learn the triangle method for writing strong conclusions.
2. You will draft the conclusion for your essay.

PART 1: The Triangle Conclusion

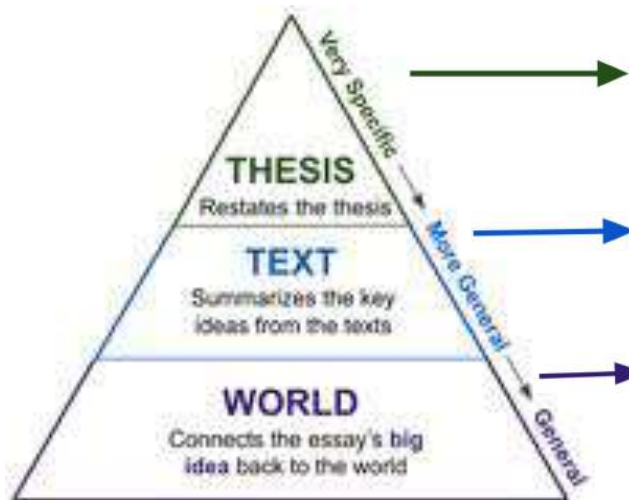
Directions: Review the information on conclusions. Then, answer the questions. *5 minutes*



How to Write a Conclusion

Many writers use **the triangle strategy** to write strong conclusions.

Sample Conclusion



People have a tendency to conform to the group, but the way we conform can be quite different. In "Hello, My Name Is _____," Kim completely accepts the group's beliefs, so his conformity is an example of internalization. The protagonist in "Popularity," however, follows the group publicly but privately disagrees with the way they behave, a type of conformity known as compliance. Both compliance and internalization can be harmful, but of these two types of conformity, internalization is clearly more dangerous.

1. How is a conclusion similar to an introduction?

2. How is a conclusion different from an introduction?

PART 2: Partner Discussion

Directions: Turn and talk about each of the questions below. This will help you prepare to write your conclusion. *5 minutes*



1. **Turn & Talk:** How can you restate your thesis using slightly different words?
2. **Turn & Talk:** What key details from the **texts** helped you prove your thesis?
3. **Turn & Talk:** Why do the ideas in your essay matter in the real **world**?

PART 3: Draft Your Conclusion

Directions: Apply what you have learned when drafting the conclusion of your essay. When you have written your conclusion, move on to Part 4. *10 minutes*



PART 4: Check Your Work

Directions: Use the Check Your Work box to review your conclusion. *5 minutes*



Check Your Work

[] Highlight your **Thesis** in green.

Did you restate your thesis using slightly different language? Yes No I'm Not Sure

[] Highlight your **Text** statement in yellow.

Did you summarize key ideas from the text that helped support your thesis? Yes No I'm Not Sure

[] Highlight your **World** statement in red.

Did you end by stating how the ideas in your essay matter in the real world? Yes No I'm Not Sure

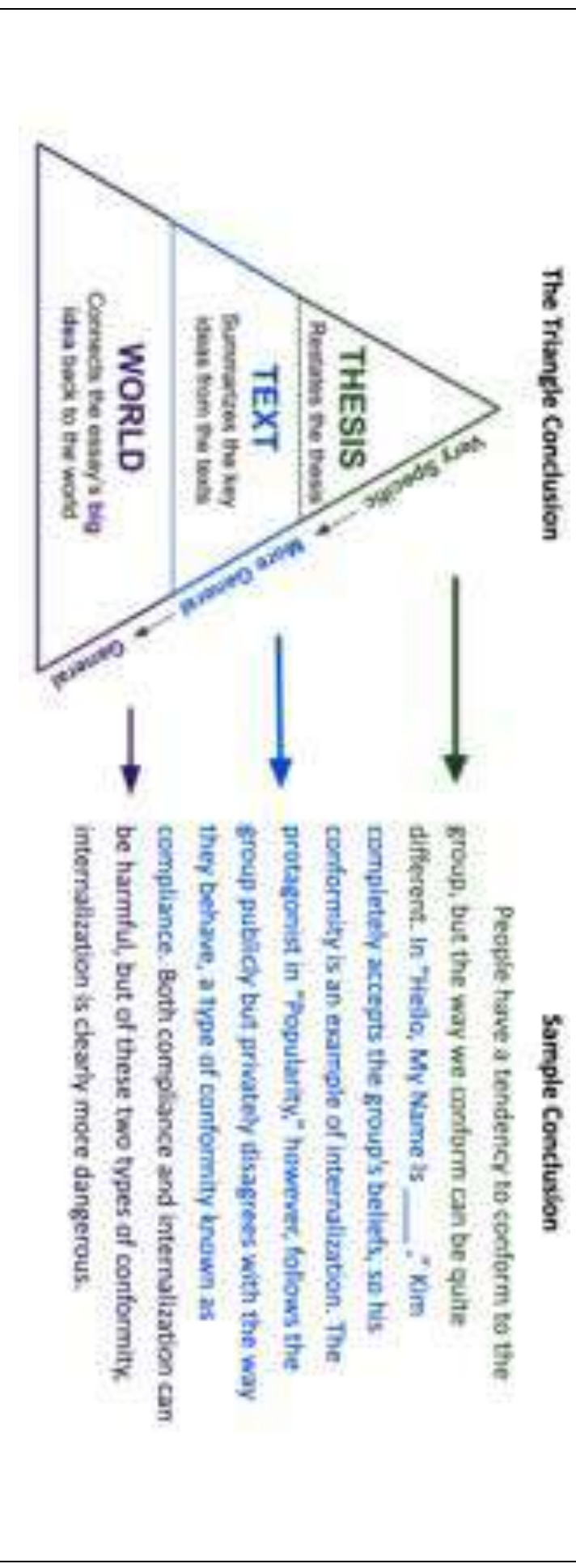
Go back and revise any weak areas of your conclusion.

CONCLUSIONS

The purpose of a conclusion is to:

- Restate your thesis
- Restate how you supported your argument
- Explain why the essay matters

Example



Name _____ Class _____

End-of-Unit Writing Options

Option 1: Cross-Textual Literary Analysis Essay (Recommended)

Write an essay that analyzes how the unit short stories illustrate **one or more** of the terms from the article “It’s No One’s Fault When It’s Everyone’s Fault.”

- Deindividuation
- Anonymity
- Diffused responsibility

Use evidence from **at least two** of the unit short stories and Shelby Ostergaard’s “It’s No One’s Fault When It’s Everyone’s Fault.” **[W.2]**

Option 2: Personal Reflection Essay

Do you follow the crowd or strike out on your own? Write a personal reflection describing a time in your life when you either followed the crowd or chose to act on your own. How did your decisions work out in the end and would you have acted differently if given the chance? **[W.3]**

Option 3: On Demand Cross-Textual Literary Analysis Essay

In this unit you have read short stories that develop themes about following the crowd. Choose **two** of the listed texts and write an essay that compares how each author develops a theme. Refer to evidence from multiple places in each text. **[W.2]**

- “Cheboygan Day”
- “All Summer in a Day”
- “The Man in the Well”
- “The Lottery”
- A supplemental short story of your choice

Option 4: Argumentative Essay

Consider the consequences caused by characters following the crowd in this unit’s short stories. Which characters do you feel should be forgiven for their actions? Which should not? Why? Use evidence from the texts to support your argument. **[W.1]**